AN

EXPERIMENT

EDUCATION,

106
J

MADE AT THE

MALE ASYLUM AT EGMORE,

NEAR MADRAS.

Suggesting a System by which a School or Family may teach itself under the Superintendence of the Master or Parent.

By the Rev. Dr. ANDREW BELL,

A.M. F. As. Soc. F.R.S. Edin.

Rector of Swanage, Dorset; late one of the Directors and Superintendent of that Establishment, and Chaplain of Fort St. George.

SECOND EDITION;

To which is prefixed the Scheme of a School on the above Model, alike fitted to reduce the Expense of Education, abridge the Labour of the Master, and expedite the Progress of the Scholar. The Process of teaching the Alphabet in Sand, of Reading, Spelling, and Writing, is explained; and a Board of Education and Poor-Rates suggested.

Jesus stooped down, and with his finger wrote on the ground.
JOHN viii. 6.

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TO THE

HONOURABLE THE CHAIRMAN,

THE DEPUTY CHAIRMAN,

AND

THE DIRECTORS,

OF

THE EAST INDIA COMPANY;

THE PRESIDENT IN COUNCIL

OF FORT ST. GEORGE,

AND TO

THE DIRECTORS OF THE MALE ASYLUM

AT MADRAS;

THIS SCHEME

OF THE

MODE OF TEACHING PRACTISED AT

THEIR ESTABLISHMENT,

RESPECTFULLY INSCRIBED,

BY THEIR MOST FAITHFUL, AND

VERY OBLIGED SERVANT,

A. BELL.

ADVERTISEMENT

On my arrival from India in the year 1797, the first edition of this humble essay, on practical Education, was published. Fraught with the enthusiasm, to which this experiment owes its origin and its event, I was exceedingly solicitous to give currency to the system of Education practised in the Male Asylum at Madras; a system which, I flattered myself, would, in the course of ages, become general.

Aware, however, of the natural and often just prejudice entertained by men of sagacity and experience against every novel attempt, I was apprehensive that the report of what had been done in India might be regarded in Europe as a speculative doctrine rather than a practical fact. To guard against this imputation, it was thought advisable to publish the entire despatches of the Government of Madras relative to the success of this institution. In consequence of this resolution, documents were

introduced for the sole purpose of establishing the reality of the details recorded.

In narrating an experiment of a very extraordinary complexion, my object was, by authenticating the facts on which it rested, to induce others to repeat the experiment. Nor have I been disappointed. In the metropolis and various parts of the kingdom, the general principle of the system has been acted upon, and, in some instances, improved upon; but the details, by reason of their brevity, have not always been fully understood.

Leaving, then, the original documents where they may readily be found, the following extracts are, for the most part, confined to facts and to the details of the system. A familiar scheme is prefixed. Illustrations sought for by those who interest themselves in Charity, Sunday, and other free Schools, and by Parents who charge themselves with the superintendence of their children's education, are annexed, and a suggestion of a board of education and poor-rates is subjoined

PREFACE

TO

THE FORMER EDITION.

In the education of youth three objects presented themselves to my mind: to prevent the waste of time in school; to render the condition of pupils pleasant to themselves, and to lead the attention to proper pursuits. In other words, my purpose was to make good scholars, good men, and good Christians.

In charge of a new institution, and by situation free from any bias or trammel that might warp the mind or shackle exertion, I tried every method, which a long and earnest attention to the nature and disposition of youth suggested, to accomplish these ends to my own satisfaction. After many attempts with various success, I rested in a system surpassing in its effect any expectation I had formed, and "far exceeding the most sanguine hopes" of the directors[a] of the institution, and others interested in the event.

The experiment, thus made at Madras, has appeared to those who have witnessed the result, convincing and decisive in regard to charitable

[a] See their testimony in the despatches of the Madras Government to the Court of Directors. Former edition

establishments; and the plan of education there adopted has, after the experience of several years, been, by those whose opinions are likely to have the greatest weight, recommended to similar establishments. How far such a system will apply to education in general, may be inferred from the tenour of the following report. That farther and similar trials may be made, and the success in every instance ascertained by experience, is the aim of this publication.

[b] See the Government of Madras to the Governor-General, and to Bombay 7b

THE

SCHEME OF A SCHOOL

ON THE

MODEL OF THE MALE ASYLUM

AT MADRAS.

THE School is arranged into six or eight Forms or Classes. This Classification is essentially requisite to facilitate the labour of the Teacher, and to excite the diligence of the Scholar. It requires no more time for the Teacher to instruct a Class of twenty boys, or hear them say a lesson, each a portion by rotation, than it does to instruct a single boy, or hear him say the same lesson by himself. And the scholar is continually stimulated to obtain pre-eminence in his Class, and even to rise above it, and be promoted to a superior, and especially not to sink below it, and be degraded to an inferior Class.

When a boy has held a high rank in his Class for some time, he has an option of being advanced to a superior Class, where he is placed at the foot; and, if in a few days he rise near the middle, he maintains a permanent footing in this Class; if not, he must revert to his original Class; as a Scholar is far more profitably employed in learning easy or short lessons, which he gets well,

than difficult or ing ones, of which he does not make himself n r.

Also a boy, fails, for some time, in saying his daily lessons well, is degraded to an inferior Class, where he is placed at the head; and, if he sink to its level, he is doomed to permanent degradation: but, if he maintain a high rank, he is allowed to resume his original Class on a new trial: when it often happens that, by redoubled exertion, he can now keep pace with them.

By these means, no Class is ever retarded in its progress by idle or dull boys; and every boy in every Class is fully and profitably employed. By these means, too, the Classes naturally form themselves in point of numbers as well as proficiency: and, if any become numerous and unwieldy, or the reverse, a subdivision or consolidation takes place, by uniting the higher boys of an inferior Class with the lower of a superior, or otherwise amalgamating them according to their proficiency.

So much for the general Formation of a School

Now more particularly of the Asylum.

1st Each Class is paired off into Tutors and Pupils. Thus, in a Class of twelve boys, the six superior tutor the six inferior, each each. Of course in their seats the boys take their places in different order from that in which they stand in their Class, as each pupil sits by the side of his tutor.

Mark, at the outset, how many advantages grow out of this simple arrangement.

First, the very moment you have nominated a boy a Tutor, you have exalted him in his own eyes, and given him a character to support, the effect of which is well known.

Next, the Tutors enable their Pupils to keep up with their Classes, which otherwise some of them would fall behind, and be degraded to a lower Class, or else, continuing attached to their Class, forfeit almost every chance of improvement, by never learning any one lesson as it ought to be learnt. This is the reason why some boys in most schools are declared incapable of learning. As often as this was said to me of any of our pupils, in the beginning of my essay, by such Ushers as I then had, my reply was, "It is you, who do not know how to teach, how to arrest and fix the attention of your pupil: it is not that he cannot learn, but that he does not give the degree of attention requisite for his share of capacity." I then gave an experimental proof, that by just exertion on the part of the teacher, and fixing the attention of the pupil, this imaginary impossibility, like most others created by ignorance and indolence, was surmounted. When I had in the course of time established this point, I was wont to say before all the school, to those who honoured them with a visit, "You have often heard that there are boys at every school who cannot learn their lessons distinctly and accurately. Examine every Class in this school,

and shew me a of this description." Or, if in a hurry, " your hand upon any Class and any boy in that Class, let him say how far he is advanced: open his book at any prior place, and hear him read and spell," &c.

Another advantage, attending this arrangement, is, that the tutor far more effectually learns his lesson, than if he had not to teach it to another.

Still another advantage is, that here is a grand stimulus to emulation: for what disgrace attaches to the boy who, by his negligence, is degraded into a pupil, and falls perhaps to be tutored by his late pupil, promoted to be a tutor!

2. Each Class has an Assistant-Teacher, whose sole employment it is to instruct that Class; to see that the Tutors do their part, that they not only get their own lesson, but assist and forward their pupils; and, under the Teacher, hear the whole Class—Tutors and Pupils—say the lessons which they have assisted them in preparing.

The Assistant sees, at every instant, how every boy in his Class is employed, and hears every word uttered.

This is a station of great emulation; for distinctions,[1] fitted to take a strong hold of the youthful mind, are conferred upon such as perform their tasks with diligence, fidelity, and suc-

[1] What were these distinctions? Some of them were local, and regarded their daily food and dress, some pecuniary; some honorary. Silver medals, of different numbers and size, were distributed at the annual examination by the President.

cess; and the degradation, consequent upon ill conduct or ill success, is deeply felt. This observation applies, with still greater force, to the next link of the chain;

3. The Teachers, who have each charge of one or more Classes. Their business is to direct and guide their assistants, inspect their respective Classes—the Tutors and the pupils,—and see that all is maintained in good order, strict attention, and rigid discipline. The Teacher is also either to hear the Class say their lessons, or intend his assistant, while he hears them. And, when he has more than one Class under his care, he occasionally leaves this task to his assistant, if himself happen to be engaged with another Class at the same time.

It often happens that the Assistant-Teacher proves himself fully equal to the entire charge of his Class, in which case he is promoted to the rank of a Teacher, and performs the double office of Teacher and Assistant.

There were fourteen in all of these Teachers and Assistants, for two hundred boys, at the Asylum, none of them less than seven, or more than fourteen, years of age.

Next (and last if there be no Superintendent) comes the Schoolmaster, whose province it is to watch over and to conduct this machine in all its parts and operations, and see the various offices, which I have described, carried into effect.

From his place (chair or desk) he overlooks the whole School, and gives life and motion to

every member of it. He inspects the Classes one by one, and is occupied wherever there is most occasion for his services, and where they will best tell. He is to encourage the diffident, the timid, and the backward: to check and repress the forward and presumptuous: to bestow just and ample commendation upon the diligent, attentive, and orderly, however dull their capacity, or slow their progress: to stimulate the ambitious, rouse the indolent, and make the idle bestir themselves: in short to deal out praise and displeasure, encouragement and threatening, according to the temper, disposition, and genius, of the Scholar. He is occasionally to hear and instruct the Classes, or rather overlook and direct the Teachers and Assistants while they do so.

The advantage is, that not being perpetually occupied, as at most Schools, in hearing and instructing one or other of the classes, which necessarily withdraws his attention for the time from the rest of the School, he has leisure to see that all are employed as they ought. The great advantage is, that it is his chief business to see that others work, rather than work himself; and that he is most usefully employed in doing what men in general are most ready to do.

Last of all comes the Superintendent (who may be the Chaplain of the Seminary, or any gentleman who delights in such pious offices) whose scrutinising eye must pervade the whole

system, whose active mind must give it energy, and whose unbiassed judgment must maintain the general order and harmony.

For these important purposes there is lodged in the hands of the Schoolmaster (to whom, supposing there is no Superintendent, I have attributed some of the offices peculiar to the latter), a most powerful operator, the black book, as the boys call it, or register of continued idleness, negligence, ill-behaviour, and every offence which requires serious investigation and animadversion.

To this simple instrument I attach immense importance in preserving order, diligence, good conduct, and the most rigid discipline, at the least expense of punishment, of which it is a great object to be frugal and a good economist. The manner in which this instrument is employed may appear to some despotic, partial, and unjust. To me, who tried it on a preconceived opinion of its utility, and witnessed, on trial, its wonderful operation in producing diligence, truth, contentment, and happiness, it wears a widely different aspect. Suppose an offence committed by a Pupil, deserving a place in the black book, and known at the time of commission to his Tutor, who yet failed to mark it to the Assistant; the Schoolmaster, on discovery, puts down the Tutor for neglect of duty. In like manner, if the Tutor gave notice to the Assistant, and the Assistant did not to the Teacher,

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the Assistant is ted on the book: and so of the Teacher. Also if the Assistant be guilty of misbehaviour, the Teacher who witnessed, and did not report it, is made responsible, and so on. Nay, there was no obstacle to prevent any of the inferior orders from doing what often happened, noting, in their turn, the offences of their superiors, as these last had no other means of punishing the former than by registering their offence in the black book, when the accused is generally tried by his peers, as will be seen in the sequel, and is sure of a candid hearing and an impartial award.

In every instance, every serious offence is either noted by, or carried to, the Schoolmaster, who is to judge whether it deserves a place in the register, or whether an immediate reprimand, or threat, may suffice.

Our language, when enforcing his duty on the Tutor, is, that it is the business of the Pupil to be idle, if the Tutor will allow it, and so on.

This register is solemnly inspected and scrutinised once a week, in presence of the whole school, drawn up in a circle for that purpose; when the nature [b] and consequence of every

[b] Abstract lectures, which my Schoolmaster tried for a while, are little attended to, and still less understood, by children. To reach their minds, and touch their hearts, you must give a visible shape and tangible form to your doctrine. When a meritorious conduct is displayed, or a crime perpetrated, and you can thus give a body to your lecture, it is listened to, understood, and felt. My lectures were all of this sort, with the subject under my

omission or commission is explained in the language of the school

Mark the advantage of this process. An offence is committed, the punishment of which, if the superior officer do his duty, cannot reach beyond the culprit; but if he fail, he becomes himself involved, not for the offence of another, but for his own omission of the task assigned to him. The facility, which this process affords to the detection of every crime, and consequent prevention, must be obvious at first sight. Mark, also, that no one in this link is called upon to do more than to report what he sees and knows to be done, contrary to the rules of the School, in the department committed to his charge, and for which he stands responsible.

But what are all these advantages compared with the last I have to mention? It is the grand boast of this system, not that it thus detects, convicts, and corrects the offender, but that, by the perpetual presence and intervention, as well at play as in school, of our Teachers and Assistants (not to say Tutors) who are tried and approved boys, aided by their (emeriti) predecessors, who

hands, and before the eyes of all his schoolfellows, assembled on the occasion "Jesus called a little child unto him, and set him in the midst of them, and said, &c." Mat. xviii. 1—6. See also Mat. xii. 48—50, xxii. 15—22, xxvi. 34—30, xxiv. 1—2, Mark, ii. 27, xii. 41—44, Luke, x. 40—42, John iv. 9—20, and gospels passim. How much might we learn, if we read our Bibles as we ought to do?

acquitted themselves, while in office, with credit and applause, it prevents the offence, and establishes such habits of industry, morality, and religion, as have a tendency to form good scholars, good men, and good Christians.

Such is the general outline of the system. How far it is fitted to produce undiverted and uninterrupted application, and proportionate progress, the attentive reader may now form a judgment. He has before him the scheme, and the principles on which it is founded. On this ground its claim might perhaps be rested. And if from any cause whatever, it had failed of producing an adequate effect, still it may not be thought unworthy of another and better trial. But then, too, it might, perhaps, be ranked with those visionary projects, with which the press teems, and which, however plausible in theory, do not admit of being reduced to practice. Far remote from the lofty tone, which these assume, of deep investigation and profound speculation, the humble claim of this humble essay is, that of being founded on obvious principles, and even suggested by the occasion, and the circumstances, in which I was placed. Its claim is, that it has been reduced to practice; nay, was suggested by, and arose out of, practice. The experiment has been made, and facts must now speak for themselves. The following facts, recorded in the official documents referred to above, will enable the reader to ascertain how far the effect cor-

responds with the judgment he has formed. He will also find interwoven some practices, in the conduct of the School, which will serve to illustrate the system, and others, which might have been incorporated into the scheme, but that I sought rather to simplify it, and reduce it within a narrow compass

EXTRACTS OF REPORT,

DATED 28 JUNE, 1790

&c. &c. &c.

In compliance with the direction of the committee nominated to take into consideration the remarks I took the liberty to offer in regard to the revision of the code of regulations for the MALE ASYLUM, I have the honour to submit to your lordship, the vice-presidents, and directors, a short recital of the mode of teaching practised at this school. In following the instructions of the committee, it is my wish to recount, in the plainest terms, the economy of this school, that the scheme of education, which has frequently been honoured with your approbation, may be so marked out, as may enable you, in future, to make such use of it as may be thought most conducive to the well-being of this institution.

It will be noticed, that the most part, if not the whole, of the plan of this school is gradually developed in the several reports entered on your minutes, which I have had the honour to make to this society. In these are to be seen the origin and progress of those measures which, as often as they have been found to succeed on a fair and full trial, have been adopted, and are incorporated into the system, which is now di-

gested. In these is recorded the manner in which it has been attempted to 'lay a solid foundation for this fabric, to establish such a work as may deserve to be permanent, and to give it that form and consistency, which time and experience can alone produce for any human institution, and which, when attained, can only be secured by wise precautions and salutary checks.' In these are to be traced 'the gradual and secure steps' by which this object has been prosecuted 'according to the capacity, ability, and disposition, of the masters or ushers, and according to the assistance I could derive from the scholars acting as teachers.'[c]

On the establishment of the military Male Asylum in the year 1789, I entered upon the superintendence of that institution. To be more particularly useful in my station, than I could otherwise be, was my motive for engaging in this arduous task.

Upon men advanced in years, and confirmed in their habits of thinking and of living, it is always difficult to make any great impression, so as to produce a change, or work a reformation; and perhaps this difficulty is nowhere so insuperable as in foreign parts. But in the instruction of youth the case is far otherwise. Here a field for a clergyman to animate his exertions, and encourage his diligence. Here his success is certain, and will bear proportion to the ability he shall discover,

[c] Report, 1st January, 1795

the labour he shall bestow, and the means he shall employ. It is by instilling principles of religion and morality into the minds of the young, that he can best accomplish the ends of his ministry. It is by forming them to habits of diligence, industry, veracity, and honesty, and by instructing them in useful knowledge, that he can best promote their individual interest, and serve the state to which they belong; two purposes which cannot, in sound policy, or even in reality, exist apart.

It has long been said, that the half-cast children of this country shew an evident inferiority in the talents of the head, the qualities of the mind, and the virtues of the heart. I will not enter into the question, How far government, or climate, and perhaps complexion, as connected with climate, influence the character of the human race? Whatever may be the opinion on these heads, I believe that the effect of education will not be denied. All, however, will not allow the same influence to this cause, which those do, who have had frequent occasion to witness its effects in different situations. I think I see, in the very first maxims, which the mothers of these children instil into their infant minds, the source of every corrupt practice, and an infallible mode of forming a degenerate race.[d] To

[d] 'The school promises fair to present to me the sole reward I have sought of all my labours with my young pupils, by giving to society an annual crop of good and useful subjects, many of

rescue these boys from this condition, if possible, were an object worthy of the utmost ambition. The difficulties, which presented themselves to my mind, were sufficient to stimulate the utmost exertion. The prejudices, entertained on this subject, were not the least; and still more the chance, that many of those youths, when reclaimed or trained in good habits, would again fall into such company, as would corrupt the best morals, and keep up the notion, that the fault lay in the nature of the children, rather than the condition in which they were placed. Under all these circumstances, however, the expectation I entertained of success seemed to me to deserve the sacrifice, and to warrant the attempt, I was willing to make by way of experiment; for I did not, at the outset, foresee that I should bring myself to devote so many of my years to this work

The history of the school of the Male Asylum, from its first establishment, is a detail of diffi-

them rescued from the lowest state of depravity and wretchedness. If the spirit I have tried to infuse into the minds of our youths do not evaporate, I despair not of proving, to the observant spectator, that it is the perversion of every right principle of education, which has hitherto, more than any other cause, stampt the characters of the half-cast children. Suppose only deceit and trick, taught by the parent, who has generally the charge of the infant mind, as well by example as by precept, and you will readily imagine the consequence. To correct this radical error will ever be the most difficult part of my task, and it is therefore I have bent my utmost endeavours to root out this perversity.' Extract, 15th June, 1794.

culties. Among the teachers every thing was to be learnt relative to the conduct of a school. The boys were, in general, stubborn, perverse, and obstinate, much given to lying, and addicted to trick and duplicity. And those, who were somewhat advanced in age, or had made any progress in reading or writing, were, for the most part, trained in customs and habits incompatible with method and order. Among these, however, there were happily several who were industrious and attentive in a high degree, and would have taught themselves writing and arithmetic at any school, at which they had happened to be placed.

I soon found that, if ever the school was to be brought into good order, taught according to that method and system, which is essential to every public institution, it must be done either by instructing ushers in the economy of such a seminary, or by youths from among the pupils, trained for the purpose. For a long time, I kept both of these objects in view, but was in the end compelled, after the most painful efforts of perseverance, to abandon entirely the former, and adhere solely to the latter. I found it difficult beyond measure to new model the minds of

* It is a more difficult task to train ushers—men grown up in different habits, and drawn from occupations widely different, to that knowledge of, or method and inflexible but mild discipline, essential to the right conduct and just improvement of their pupils—and it is not less difficult to inspire them with that constant and earnest attention to the conduct and behaviour of the

men of full years; and that whenever an usher was instructed so far as to qualify him for discharging the office of a teacher of this school, I had formed a man, who could earn a much higher salary than was allowed at this charity, and on far easier terms. My success, on the other hand, in training my young pupils in habits of strict discipline, and prompt obedience, exceeded my expectation, and every step of my progress has confirmed and rivetted in my mind the superiority of this new mode of conducting a school, through the medium of the scholars themselves.

Of the Alphabet and Writing in Sand.

One of my first essays for I thought nothing beneath my attention that was to promote the welfare of the rising generation, and perhaps establish a seminary of public utility for ages to come, was to instruct beginners in the alphabet. I had, at first sight of a Malabar school, adopted the idea of teaching the letters in sand[*] spread over a board or bench before the scholars, as on the ground in the schools of the natives of this country, a practice which, by the bye, will

boys, which is necessary to wean the infant minds from the pernicious maxims and habits of their early youth, and the contagion of evil example, and to inculcate upon them, at every turn, as necessary to their well being, the value of truth, rectitude, honesty, morality, and religion, both as affording them the best chance of success in this life, and ensuring the certainty of happiness in the future state." Report, 1st Jan. 1795.

[*] See P. S.

elucidate a passage[f] in holy writ better than some commentators have done. But till I had trained boys, whose minds I could command, and who only knew to do as they were bidden, and were not disposed to dispute or evade the orders given them, I could not fully establish this simple improvement, which has since recommended itself to every person who has seen it. The same obstacles I found in every attempt I made to give the shape and form of method to this school, to adopt such practices as were established in the best regulated seminaries, or to introduce, as I went along, such as appeared to me improvements in the usual mode of instruction.

The advantages of teaching the alphabet, by writing the letters with the finger in sand, are many. It engages and amuses the mind, and so commands the attention, that it greatly facilitates the toil both of the master and scholar. It is also a far more effectual way than that usually practised, as it prevents all learning by rote, and gives, at the instant and in the first operation, a distinct and accurate idea of the form of each letter, which, in another way, is often not acquired after a long period, as may be seen in those who write letters turned the wrong way, and other instances familiar to every one. It likewise enables them, at the very outset, to distinguish the letters of a similar cast, such as b,

[f] "Jesus stooped down, and with his finger wrote on the ground." John viii. 6. We see here every day customs and practices illustrative of the Scriptures.

d, p, and q, the difficulty of which is known to almost every person who has taught or learnt the alphabet as it is commonly taught and learnt. While it thus removes every obstacle, which at first puzzles a beginner, and interrupts his progress,* it at the same time forms the best preparation, which the scholar can have for the ensuing branch of his education—writing.

The same manner of writing on sand is prac-

* Experience has evinced here the success of these measures, and I am persuaded the experiment will never fail, when it is fairly made, and with just attention to circumstances. But I am often told it will not be believed that children are taught as is done at this school, and make a progress so far beyond what is usual in the same time. When one of our masters had his son entered last year into this school, he came, after a while, and told me, that the boy could not learn his alphabet in the manner practised in the school, and he would be obliged to me to allow his son to be taught after the common mode. My reply was, I have long seen that all the boys educated here learn their alphabet far sooner and better in this way, but I know that your son, and most men's own sons, cannot be taught like other children; go and give your own directions as to his education, only let there be no interference with the other boys. In about a fortnight he came to me again, and requested I would allow the boy to be taught as the other boys, and along with them. My answer was, Do as you please with your son, only let there be no interference with the other scholars. It was all I wanted, that he should prove, by experiment, that no other mode, which he could try, was so easy, so pleasing, or so successful, either for the scholar or the teacher. I am particular in these points, because I am often told, by those who visit this school, that they believed it impossible to teach children to read and write as these do in the course of twelve months; and that it will not be believed if reported in Europe.

tised with the double letters and words of two letters. In like manner, the digits and numbers are taught.

Of (Spelling, as it is commonly called, by which is meant) previous Spelling on Book.

The scholar now begins to read monosyllables of more than two letters, by spelling them both on and off book; in the usual way thus, "b-l-u-n-t, blunt 'blunt, b-l-u-n-t.' And here notice that he must, on no account, advance a single step further, till he can distinctly spell any monosyllable both on and off book.

Of Reading.

Next he learns to read single syllables without previously spelling, thus, "blunt," continuing to spell them as before off book, a practice which must be followed throughout. From this time forward, there is no more previous spelling, in which so much time is wasted, except, indeed, he happen to meet with a syllable which puzzles him, when he resolves that syllable, and that only, into letters, by previous spelling, to help him to read it.

In reading monosyllables without previous spelling, and afterwards spelling them off book, the scholar is made perfect; and then the toil of the teacher, and the difficulties of the scholar, in a great measure, cease: for what follows is

no more than practising what he has already learnt.

Having learnt to read any monosyllable readily and off hand, observe how easy and simple his future progress is rendered to him. When he begins to read words of more than one syllable, he continues to read one syl-la-ble-af-ter-a-no-ther, in which he finds no difficulty, as he has already learnt to read single syllables. The only difference, between his reading now, and in monosyllables, is, that he is taught to pause somewhat longer at the end of a word, than between the syllables of which the word is composed. "Thus-he-pro-ceeds-through-the-ch ld's-book-part-first-and-se-cond-and-a-spel-ling-book-and-is-ne-ver-al-low-ed-to-pro-nounce-two-syl-la-bles-to-ge-ther."

The object of all tuition is to simplify. What else was the invention of an alphabet, if I may call it by this name, of syllables, which is said to have preceded the alphabet of letters? And what else is the invention of the alphabet of letters? Yet in the common mode of teaching we begin to read words before we can read syllables, and syllables before we know our letters, defeating, in a great measure, the facilities, which these improvements afford. The Chinese have no alphabet, and their language is said to consist of 70,000 written characters. With them it is the labour of the life of a man to learn to read. In some African and Eastern Countries, there is said to exist an alphabet of syllables, which, com-

pared with the Chinese language, where there is a specific sign for every word, or rather for every object or idea, greatly abbreviates the number of written characters, and abridges the task of reading. But the last improvement reduces these signs into a far narrower compass, by an alphabet of letters.

The history of these improvements naturally points out to us our process in teaching to read. Let us avail ourselves of these invaluable discoveries in their full extent, by teaching every letter perfectly in the first instance, then each syllable perfectly. The facility, which this gives to teaching, is beyond belief of those, who never tried it, and experienced its effect. For how many fewer letters are there than syllables? And how many fewer syllables than words? And how much easier is it to read a syllable than a word? Suppose we have no more than the letters to learn, and we could read; how soon were it accomplished? Now, in this way, we have only syllables to learn: the rest, the reading of a word at once, &c. always follows of its own accord, and often in despite of your efforts to prevent it. Be-sides-the-ve-ry-act-of-read-ing-thus-may-be-con-si-der-ed-as-in-some-mea-sure-the-act-u-al-prac-tice-of-spel-ling.

Having gone through his spelling book in this manner, he is now, for the first time, allowed to read lessons in it, word by word, which indeed he has already learnt insensibly. He next begins his psalter, which he reads word by word:

and now again let it be observed, that he is, on no account, allowed to join two words together, but is made to pause at the end of each word, as if there was a comma, thus, "Blessed-is-the-man that-hath-not-walked-in-the-counsel-of-the-ungodly, &c.

The advantage is manifest; for the moment you allow the scholar, he will put the syllables together and pronounce the word at once; to which, indeed, every learner is of himself disposed. The only difficulty is, to teach them to read syllables by themselves, and words by themselves, and not a whole sentence at once, as many boys, who have come to this school after some progress at other schools, do. And in this case, they make continual blunders, not only in the beginning and middle, and especially the termination of words; but also constantly mistaking one word for another, leaving out and introducing words at random. It is on this account that the scholar is not allowed, for some time after he reads a word at once, to join two words together, as in the usual mode of speaking and reading, but is directed to pause awhile at the end of every word; and as before, when reading by syllables, if at a loss, he resolved the syllable into letters; so now, if he be puzzled with a word, he resolves that word, but that word only, into syllables, thus, "com-men-da-ble."

When the scholar has learned, which is soon done, to read distinctly in this manner, he is at last permitted to read leisurely in the usual

mode: and this, which he was ever ready to do without leave, costs no trouble, but is done without instruction: only he must now more particularly attend to his steps, which he before learned in the child's book, Part II.

Of Spelling.

At the end of every lesson read, each class is required to spell off book every word, with which they can be supposed not familiar. But this is not done in the common tedious mode, calculated to waste the time of both master and scholar. Not thus, m-i-s, mis, r-e, mise, p-r-e, misrepre, s-e-n, sen, misrepresen, t-a, ta, misrepresenta, t-i, ti, misrepresentati, o-n, on, misrepresentation; but briefly thus, m-i-s, r-e, p-r-e, s-e-n, t-a, t-i, o-n; here are 102 letters repeated instead of 17, or 6 for 1. And how many such devices are there to waste our time, not only unprofitably, but prejudicially, in school? Yet with those wedded to their early custom, this and every similar practice will find not only apologists, but advocates. They will speak of the facility it affords the scholar in spelling a long word, and the habit derived from it, &c. I answer once for all to such objections, that no plea can be urged in its favour, but must recoil upon the mode, in which the scholar has been taught. It can only be owing to his imperfect progress, that he can require such stepping-stones. These

aids, if they be aids, can never be necessary to the scholar, who has been taught to spell every word perfectly as he goes along. Notice, that by spelling I always mean spelling off book. Notice also, that by requiring the scholar to spell every word, he learns much sooner, and far more effectually to read, than in the common careless and hasty mode, by which, if he should go over twice the ground at first setting out, it is in a wrong road, which he must either retrace, or wander, far wide of his object, in a by-path, which grows every day more and more intricate, and more and more fatiguing; while the traveller, on the high road, finds comfortable stages to refresh and recruit; gains fresh strength every day, and advances, with redoubled speed, to the end of his journey.

Of Writing.

The management of the pen is of itself attended with no small difficulty, which should not be increased to the pupil, by his having at the same time the form of the letters to learn. On this account, he is now taught to trace the written, as before the printed, characters in sand. When he takes the pen into his hand, new attentions must be paid. Every scholar is made, at the first, to rule his own paper; and this he is at once taught to do, as well as any master. No teacher, or other person, is ever allowed, at any

time, or under any pretext, to write a single letter in the scholar's copy, or cyphering, or other book, but himself; and, as soon as can be, he must make his own pen, and do every thing for himself, with the direction only of a teacher. The difficulty of preventing masters, who have had all these things done for them at school, from doing them themselves, instead of teaching their pupils to do them, is wonderful to me, when I reflect upon it after the event. A detail of the obstacles, which were experienced from this quarter, to every step of the progress in improvement of this school, would display the most useful lessons of the baleful effects of that prejudice and custom, the universal law of this country, which will not allow a man to attempt any thing, but what has been done by his forefathers.[h]

[h] At the establishment of the school there were appointed a schoolmaster and two ushers. At this time I found every thing wanting, which properly constitutes a school, except exemplary manners, and a great degree of external decency and inoffensive qualities in the teachers. The boys were not arranged into classes; or, if any of them were, it was told to me that they could not be taught to take their places in the classes, nor the beginnings and endings of their daily lessons; and that they would often do no more than say one lesson a day, and sometimes only in two or three days. I desired one of the ushers to shew me the class which he thought could be taught none of those things as I directed. And as I found their habits of education and of thinking were altogether those of the country, I told him I would convince him that what I required could be done with facility. That though there would be some difficulty in the first attempt, yet I would engage to do with these boys, in one hour, what I had

Each boy writes in the first page of his copy, or other book, ruled for that purpose, from a large to a small hand, a line of each; when the teacher, on comparing this specimen with his former book, singles out that hand which it is fittest the scholar should write. The boy then copies, in the next page, an example of that hand in these words: "This hand I am to keep to in writing throughout this book; and should I deviate from this rule wilfully and through carelessness, I am to be brought to punishment according to the regulations of this school." And in the books of cyphering, this sample page contains the signs in arithmetic, examples of their application, and the manner in which fractional numbers are expressed; so that the learner may never be at a loss for the pattern by which he is to go.

Of registering the daily Tasks.

Every day the scholar puts down in his books, with a pencil or otherwise, the day of the month, at the termination of his day's task. And, on a page, ruled into thirty-one columns, at the end of his copy or cyphering book, he daily registers the number of lessons said, pages written, sums wrought, tasks performed, &c. &c. &c. which the teacher compares with what he did the day

required of him in one day. Accordingly I desired him to attend me with them in my room; and, placing my watch on the table, finished in one hour the task I had prescribed of five lessons for one day; and taught them, at the same time, what I had been told was impossible, to take their places in order in the class.

before, and what the other boys do; and, at the end of each month, these are all added by the scholar, and compared by his teacher with the former month, and what has been done by others in school. This simple contrivance is admirably fitted to prevent idleness, or detect negligence in its origin, as also to bear permanent testimony of merit or demerit, even if overlooked in passing.

In all this, there is nothing but what is simple, easy, and beautiful. The teacher of every class, and his assistant, are answerable that in the performance of the daily tasks one single, invariable rule be observed; and it is rendered familiar by daily practice to every boy in the school, who is made sensible of its utility and advantage. The nice sensibility among the teachers, when the least error is detected, is astonishing, and almost always supersedes the necessity of punishment.

The school is thus rendered a scene of amusement to the scholar, and a spectacle of delight to the beholder; from which I feel it will be difficult for me to wean my mind. And such is the effect, that, in a late report I had from one of the masters, it was said that the boys were now all of them so familiar with, and so instructed in, the system, and felt it so well calculated to promote their welfare, to advance their learning, and to preclude punishment, that they did not require looking after, as they of themselves habitually performed their daily tasks. But this must be received with a grain of allowance, as I have

ever observed, that the smallest inattention to the preservation of any part of the system occasions a proportional falling off.

Some of the facts, to which a reference was made above, are as follow:

William Smith, a youth of seventeen years of age, attended the embassy to Tippoo Sultaun, when the hostage princes were restored, and went through a course of experiments[1] in natural philosophy in the presence of the Sultaun; and was detained nineteen days by the Sultaun, after the embassy had taken leave, to instruct two of his arz begs (lords of the requests) in the use of an extensive and elegant philosophical and mathematical apparatus, presented to him by the government of Madras.

Boys of twelve years of age have been instructed in arithmetic vulgar and decimal, book-keeping, grammar, geography, geometry, mensuration, navigation, and astronomy.

Several boys of twelve years of age, and only two years in school, have learnt arithmetic, as far as vulgar fractions, grammar, and geography.

[1] See Appendix.

In regard to several of these sciences, little more is meant in general, than that some of the boys, for whom it seemed eligible, are initiated in their first elements, that if their future destination require it, they may build on the foundation here laid.

Boys of nine years of age, and only two years in school, have learnt grammar and geography.

Charles Hancock, a boy of fourteen years and one month, has assisted in teaching the first class, with diligence and success, for a year.

Stevens, a boy of fourteen years and three months, has, for the same time, taught the second class of twenty-eight boys, who are instructed in geography, grammar, and arithmetic as far as vulgar fractions, with great ability and success. This youth has the sole charge of this class, with the assistance only of the boys of the first class, who each in rotation act under him for a day.

Friskin, of twelve years and eight months, with his assistants of seven, eight, nine, and eleven years of age, has taught boys of four, five, and six years, to read the Spectator distinctly, and spell every word accurately as they go along, who were only initiated into the mysteries of their A, B, C, eight months before, and have read the Child's First and Second Books twice over, and gone through two spelling books, the Psalter, a great part of the Old Testament, and all the New; and who can make numbers with their fingers in the sand to one thousand; and who have learnt hymns, stops and marks, catechism, tables in arithmetic, and to write.

This boy has been employed in teaching the lower classes for two years; and his department in the school was first brought to that form,

which I had set my mind upon; and has ever since been uniformly conducted with great attention and effect.

Many of the boys write an excellent hand, and all of them learn to write well. Their books are all fair; and some of the boys copy charts, &c. wonderfully for their age, and make globes for themselves, by which they teach one another the first principles of geography and astronomy.

There is scarce a boy, unless retained as a teacher, now left on the foundation of this school, more than twelve years of age. There is a constant demand for boys grown up to a just age and size for apprentices, and a choice of masters and of employment for such boys.

Out of the complement, to which this school was heretofore restricted, of an hundred boys on the foundation, there have already been bound out no less than seventy-four boys, who, at an average, were each of them less than twelve years of age when bound out, and had been each, on an average, less than four years in school.

Every person has observed how much time is usually trifled away by children in school; and no one will doubt of the advantage which would be gained by preventing this unprofitable waste of time; nor would any one but wish that his son should be instructed in such a manner as would employ all, or the greatest part, of the time he spends in school usefully provided this can be done, and the school not rendered more irksome to the scholar. All this I have had in

veiw, and had formed a resolution, notwithstanding my ill health, not lightly to quit this charge, until I had made every effort, within the compass of my abilities, to accomplish these points.

So many teachers, each having only the tuition of such a number of boys, as he can at once have under his eye, and within his reach, command a constant and perpetual attention on the part of the scholar. In most schools, the want of this perpetual agency, on the part of the master, is attempted to be supplied by a system of terror. But the fear of punishment has neither so constant nor so certain an operation; and the one mode is as far superior to the other, as the prevention of delinquency is preferable to the punishment of delinquents. Beside, the master, who has a number of classes under his sole charge, cannot always distinguish between the deficiency, which arises from want of capacity and memory, and that which is owing to idleness and inattention; though the latter of these only should be treated with asperity. The business of our little teachers (and they perform it to admiration) is not to correct, but to prevent faults; not to deter from ill behaviour by the fear of punishment, but, by preventing ill behaviour, to preclude the use of punishment.

The utmost benefit arises from the consideration, that the teachers being so young have no means of influence, by which they can deter or prevent those over them, or their schoolfellows, from noting and remarking their omissions or

commissions of every kind. A single master, when employed as a teacher, by neglecting his duty, interrupts the whole school in succession, and often throws the scholars back as they pass through his hands. And as the masters cannot so readily be brought to interfere with the tasks of one another, or to put one another right; so amongst them, jealousies continually arise, and they often connive at the neglects of each other. Besides, an indifferent usher often remains an incumbrance upon the school, whom you cannot readily get rid of, and still less readily fill up his place, when he has left you But amongst our pupils, there is no hesitation in degrading a teacher, who fails in any of the tasks required of him, and making trial of another, till, by repeating the experiment, you find such as will best suit your purpose. After this manner the school teaches itself;[k] and, as matters now stand, the schoolmaster alone is essentially necessary at this

[k] "It will scarcely be believed how much attention, diligence, and uniform perseverance, these youths (the teachers) display, and how much readier, easier, and greater, the progress of the scholars is under the mode of tuition which they follow, and with which alone they are acquainted, than under the delays and loss of time incident to the common modes of conducting the schools, which I have had occasion to see. The motives, which operate upon them, are more powerful than those you can employ with grown men. In boys, the slightest inattention is immediately detected, and corrected as soon as detected. An order, once given, is carried into effect, without hesitation and without difficulty. The countenance of a superior, the slightest rewards, and the fear of punishment, for punishment is seldom necessary, have a perpetual and instantaneous effect." Report, 1st Jan. 1796.

school. He has the charge of the daily disbursements and monthly expenses under the treasurer, and is to attend the school, so as to maintain the observance of the rules.

The great advantage of the system is, that you have a teacher and an assistant for every class, who have not yet begun their career of pleasure, ambition, or interest; who have no other occupation, no other pursuit, nothing to employ their minds, but this single object. Add to this, that your ascendancy and dominion over the young mind is complete, and easily maintained; that these children can only do what is assigned them to do, and succeed the better in teaching others, that they themselves know no more than what is level to the capacities of their pupils, and therefore lose no time in teaching what is beyond the comprehension of their scholars, which is often no small impediment and hinderance of education. Beside all this, every class is paired off[1] into teachers and scholars; so that a boy has always an instructor at his elbow, who is, in the first instance, answerable for his progress, then the assistant, then the teacher, then the schoolmaster, and last of all the superintendent, whose scrutinising eye must pervade the whole system, whose active mind must give it energy, and whose unbiassed judgment must maintain the general order and harmony.

The rule of the school is (for such is our

[1] See Scheme.

language), that no boy can do any thing right the first time; but that he must learn, when he first sets about it, by means of his teacher, so as to be able to do it himself ever after.

When the generality of these teachers and assistants have spent a year in that character, they return to their place in the school. Their progress next year is beyond what it would have been, had not they taught themselves, when they taught others.

By these means, a few good boys, selected for the purpose, as teachers of the respective classes, form the whole school, teach their pupils to think rightly, and, mixing in all their little amusements and diversions, secure them against the contagion of ill example, or the force of ill habits; and, by seeing that they treat one another kindly, render them contented and happy in their condition.

The consequence has been, that the black book (as the boys call it), or register of offences and ill behaviour, which is regularly kept and examined once a week, is now of such a sort that, for months together, it has not been found necessary to inflict a single punishment upon any of the culprits.

'In almost every case of ill behaviour I make the boys themselves judges of innocence or guilt and have never had reason to think their decision partial, biassed, or unjust, or to interfere with their award, otherwise than to remit or mitigate the punishment when I have thought tha

the formality of the trial, and of the sentence were sufficient to produce the effect required—the amendment of the culprit, and the deterring of other boys from the same practice.' Report, 1st Jan. 1796.

When a bad, lying boy comes to school, the teacher of the lower classes must find a good boy to take care of him, teach him right principles like the other boys, treat him kindly, reconcile him to the school, and render him happy, like the rest, in his situation, and in his school and playfellows. It is no less beneficial to the commonweal, that whenever a boy behaves ill, and loses his name with you, the boys, to whose minds you give the lead, behave in the same manner you do to him; and whenever he shews any degree of that obstinacy, which it was so long and so difficult to eradicate from these children, they even refuse to admit him as their playfellow, and chase him down, till he is brought to his senses and to good conduct, far more successfully, than the severest punishment inflicted in school, but disregarded, or even gloried in, out of school.

In all this, however, a great deal depends on every boy in the school being sensible (for every one of them has a judgment of his own) that you have in view only their good; in filling their infant minds, by the uniform interest you take in their welfare and comfort, with a sure confidence, that they will meet with your countenance, support, and favour, which is of great value to

them, whenever they do right; and with your disapprobation, displeasure, and resentment, which they greatly dread, whenever they do wrong; in teaching them, by their daily experience of your conduct towards them, to consider you as their friend, their benefactor, their guide, and their parent.

The grand task here was to inspire into the youths a strict regard to veracity, a hatred of trick and dissimulation, a respect to morality, and just principles of our holy religion. The necessity of uniform attention to this point cannot be too strongly enforced. When I had occasion to be absent, some years ago, for a month from the school, I was greatly alarmed, on my return, at a lie, on a trifling affair, being told me by upwards of fifty boys, who all said they did not do, or see done, what had just passed before their eyes. The steps I took on that occasion have prevented the repetition of any thing similar ever since.

It would perhaps be thought an omission, in this statement, if I were to overlook the particular effects of the system on the finances of this institution. I do not here speak of the very great donations, which have been made to this society, especially of late years, by the liberality of the army, the public, and individuals, though it were fair to say (and equally honourable to the benefactors of this charity and to the institution), that we are indebted, in some degree, to the high favour and estimation, in which this school

is held, for the many acts of munificence, by which the funds have been gradually raised to their present very flourishing condition; I speak only of the internal economy of the school, &c. See first edition.

But such advantages are, in some measure, incidental, as it was my chief object, in raising up my young teachers, to carry into effect the intentions of the Honourable Court of Directors (when they ordered this establishment to be formed) in such a manner as might be most conducive to their views, to the interests of this government, to the benefit of society, and to the good of the pupils committed to my charge; all of which objects have been, and are so blended together in my mind, that I cannot separate them even in imagination.

I am not, indeed, ignorant that a prejudice is entertained by some against such institutions. It is not for me to speak to this prejudice in this place. But it is the grand aim of this seminary to instil into these children every principle fitting for good subjects, good men, good Christians; and they are brought up in such habits, as may render them most useful to their patrons and benefactors, to whom they owe such peculiar duty. And it is my decided opinion, formed upon the uniform experience I have had, that in no other way could I have served them effectually; and that in no other way can they ever serve themselves effectually; and that if the use is made of them for which they are brought

up, and by which they can most profit the public and themselves, it will be attended with the happiest effects; many of which are already as well known to members of this society as to me. Every good in life may indeed be corrupted and abused, and that too in proportion to its real advantage when uncorrupt. But to guard against such abuses will be the care of those who preside over this institution; and I have not a doubt of their success.

Even those objections, which are sometimes made to such charities in Europe, whether well or ill founded I do not inquire, will not apply to these boys in this country. Here the effect of climate on the animal spirits is obvious, and cannot be questioned. The state of society, the rank of these children, the hold you have of them by the mode of education and discipline, by the habits in which they are bred, by every principle and by every prejudice; all is calculated to render them valuable to this settlement, and subservient to the general good. They are instruments in your hands, fitted for your hands, and no other, and can in no ways fail you. But I must not enter upon a question, on which you have heretofore often given your decisive judgment. With every apology, for what I have said on a subject not immediately under discussion, I return to the task assigned me by your committee.

Other measures were directed solely to the purpose of economy; but I need not recount

the steps I was at times compelled to take to check and prevent those abuses, so apt to creep into every establishment as it grows up, from gaining ground here, as they are detailed in my official Report of 1st July, 1795, in a letter to the Acting Secretary, Major Agnew. I shall only observe, that on no occasion, and on no account, has ever any deduction been made from the allowances of the boys. Every alteration in fare, or dress, or treatment, which has been made, has been to add to the comforts, and improve the condition, of the boys at this school. This, indeed, has been done oftener than once, and the expense at the same time reduced. And it is only by a rigid attention to such points, that the charity can be maintained on the frugal and improved footing, on which it stands.

Such is the result of the essay I have made at this school. Whether the success of these measures depends upon circumstances, peculiar to the character or condition of these children, or whether a similar attempt would be attended with equal success in every charity or free school, where the master possesses the same unqualified and unlimited powers over the scholars, so as, in every case, to direct their energy in the way, which seems to him most subservient to the general good, I do not say, 'Nec satis scio; nec, si sciam, dicere ausim;' much less do I presume to say, whether the system might not be so modified as to be rendered practicable in the hands

of masters of talents and industry equal to the task, and possessing the confidence of parents, in the generality of public schools and academies. But I am anxious to see the experiment made in both instances, with due attention to circumstances. If successful, I should indulge the pleasing hope, that a rational foundation were laid for forming the characters of children, and implanting in the infant mind such principles as might, perhaps, continue through life, check the progress of vice and immorality, meliorate the rising generation, and improve the state of society.

The effect, which the Greek and Roman classics produce upon the youthful mind, has been often marked; and the ancient historians, orators, and poets, are known to give a tinge to the sentiments, and a bent to the genius, of those who read them with just relish. For the same reason, the practice of early youth, and systematic arrangements, could scarce fail to produce habits, in advanced years, highly favourable to virtue, religion, and good government. But I must not yield to such speculations, as my object only is to detail, conformably to the instructions of the Committee, what has passed here, with a view to perpetuate this system, at a school, where it has proved so beneficial, and to give it the chance of that diffusion, which may produce a fair trial in other situations; so that its comparative value may be ascertained by experiments fairly made, the only just criterion of every theory of science, or politics, or education;

but which can only be recommended with safety, when the event of ill success can be attended with no serious consequences.

Thus have I endeavoured to perform the part assigned to me at this school. When it shall be my lot to quit this office, as soon it must be, by reason of my ill health, it is a reflection I shall carry with me, that it has been my occupation, for seven years, to rear this favourite child beyond the dangers of infancy. This numerous family I have long regarded as my own. 'I feel all that interest in its welfare and progressive success, which arises from my situation, from the years I have spent, and the toil I have bestowed on this favourite object.'[m]

These children are, indeed, now mine by a thousand ties! I have for them a parental affection, which has grown upon me every year; for them I have made such sacrifices, as parents have not always occasion to make to their children. And the nearer the period approaches, when I must, for a while at least, separate myself from them, the more I feel the pang I shall suffer in tearing myself from this charge, and the anxious thoughts I shall throw back upon these children, when I shall cease to be their protector, their guide, and their instructor.

With these sentiments I commend them to ALMIGHTY GOD, and to your fatherly protection and care.

[m] Report, 1st July, 1795.

To this history of the school, I cannot forbear subjoining certain occurrences out of school, though I am very sensible that they, on no other account, deserve to be recorded, than as a specimen of the manner, in which those, who have the charge of youth, must study circumstances and situations, and adapt even general rules to the genius and disposition of their pupils.

My first example will serve to illustrate what I have said of the effect of climate on the animal spirits.

When two boys fought, and one of them came to me to complain of being beaten (for otherwise I seldom took notice of what so rarely occurred, and was so harmless when it occurred) if there was no particular blame attached to either party, and an apparent equality between the combatants, my custom was to see the battle fought over again. When there was an evident aggressor or superiority on one side, I sent perhaps the sufferer to find, among his friends at school, as many as he thought would be an overmatch for his antagonist; and by this, or other device, the aggressor was compelled to enter into an unequal combat. I tremble to think what would be the consequence, if the bull dogs of old England were thus pitted one against another. But what happened in India? That I heard no more of fighting for three months together.

It was a rule of the school that no boy should cry, meaning wantonly, or to excite commisera-

tion, and there was no crying. It was a rule, that no boy should lie, and almost any offence might be forgiven, if not covered with a lie, but a lie was never pardoned, and there was very little lying. But there was no rule that boys should not fight. The tacit rule rather was, if boys quarrel among themselves at play, let them fight it out; and yet there was very little fighting.

My next example shall be taken from the exercises prescribed to the boys.

The same pains, which were taken to render the boys active and alert, and to husband their time in school, were extended to their play and exercise, both of which I sometimes directed, and in which I even took a part at times. For example; I availed myself of the frequent ablutions of a warm climate, to teach them to swim, especially as some were destined for the sea. If a boy through fear did not learn to swim, he had a day set to him, before which he must make a certain progress, or be thrown into the tank (the pond in which they bathed) out of his depth. The greater terror generally overcame the less; but if not, I took care to have the tallest boys, who could swim best, collected around him, to prevent any serious accident. A second ducking was never necessary to the same boy.

Of individual occurrences, which it would be endless to detail, I select one, that the attentive tutor may see how he will be often called upon

to act, when he has no rule to guide his conduct.

A boy of eight or nine years of age (I speak not, as in every other instance, from record, but recollection) was admitted, perhaps inadvertently (see Regulations, Appendix) into the Asylum at an early period. He was stupid, sluggish, and pusillanimous. His schoolfellows made a mocking-stock of him, and treated him with every insult and indignity. Inured to this treatment at his former school, he had no spirit to resist, or even to complain. As soon as I observed what was going forward, and looked into the boy, it appeared to me that ere long he would be rooted and confirmed in perfect idiotism, of which he already had the appearance. I summoned the boys as usual. The stranger, whom they scorned and treated despitefully, I adopted as my protegée, because he stood most in need of protection. I told them that his disorder seemed to me to be in part owing to the manner, in which he had been treated; and I spoke of the event, which I apprehended from the continuance of such treatment. I pointed out the very different line of conduct, which, at all events, it was our duty to observe towards a fellow-creature and a fellow-christian, who, by reason of that infirmity which they mocked, was tenfold the object of commiseration; and I said something of the hopes I entertained in regard to the mind of the boy, if they would all treat him with marked kindness and encouragement.

I promised and threatened, and called upon all my young friends, as they wished me to think well of them, and be kind to them, to do as I should do, and shew kindness to my ward. I told him how to regard me, who was placed there to do him all the good I could, and encouraged him, on every occasion, to apply to me. I put him under the charge of a trusty boy, who was to explain to his pupil all I had said. I had the high satisfaction of seeing, in good time, the boy's countenance more erect and brighter; his spirit, which had been completely broken, revived; and his mind, which had sunk into lethargy and stupidity, reanimated. Henceforth his progress, though slow, was uniform and sure; and there was a good prospect of his becoming an inoffensive and useful member of society.

POSTSCRIPT.

Having been often called upon, for a description of the mode of writing on sand, I offer no other apology for the following postscript.

The sand should be dry and clean, such that, in a dish or tray, it may become level and smooth by a shake. The teacher, who is sometimes the boy, who last learned the alphabet himself, often an expert boy, selected for the purpose, traces in the sand with his forefinger, the letter A, of

which there is a prototype before him. The scholar retraces the impression again and again, the teacher guiding his finger at first if necessary; the sand is then smoothed with the hand, a ruler, or a shake. Next the scholar, looking at the letter before him, tries to copy it, and is assisted as before, and directed till he can do it with facility and precision. The prototype is then withdrawn, and the scholar must now copy it from memory. This first and very difficult task achieved, a pause or interval of rest or play is allowed, and as often as is requisite to unbend the stretched bow, and to ensure uniform and uninterrupted attention while at work. These interludes become every day less and less necessary, as a habit of greater and greater application is superinduced.

In like manner, the second letter B is taught. When he returns to A, and makes A and B till he can form both with readiness and exactness. Thus ends the first lesson, which, at an average of capacity and age, may require an hour or two hours. But I must warn those who have not teachers, that have been taught in this way, much more if they have not the same rigid discipline, for commanding the exertion of the teacher, and the attention of the scholar, from expecting this result. The same observation the reader must apply throughout. It is in a school as in an army: discipline is the first, second, and third essential; system and method follow far behind in the rear.

This done, the two next letters are taught in the same manner, which does not require the same length of time, as the great difficulty of forming an image of a letter in the mind's eye, and copying it, was conquered, in the first lesson. And thus the capital letters are taught two by two; which, at a medium of two letters in an hour, allowing for pauses, and seven hours in the day, is fourteen letters in a day, say, the alphabet in two days. The scholar now returns to his first letters, which, by this time, have escaped his memory, but are easily revived, and goes over his alphabet anew at four letters to a lesson; and again at eight; and afterwards at sixteen; last of all the whole, till he is perfectly master of his capital letters.

The same process is followed in regard to the small letters; particular attention is shewn to the letters b, d, p, and q, which the pupil is taught to distinguish, by telling him that each is formed of an o and a straight line, that the o in b and p is on the right, and d and q the left hand, or by such like device, which will readily occur to the earnest teacher.

The process of writing in sand gratifies the love of action and of imitation inherent in the young mind. As much as drawing commands the attention of children more than reading, so much does tracing letters obtain over barely reading them.

Instead of one pupil, our little teacher has often one or more on each hand, according to

the number, who may have entered the school at the same time.

I have been thus particular in regard to teaching every lesson perfectly, as you go along, and repeating it as often as is necessary, to leave a permanent impression, because it applies to practical education in all its branches, in every language, art, and science.

In taking charge of the Sunday Schools, on my arrival at Swanage, I found that the great bulk of the children could not be made to learn their catechism, and that scarce any of them could repeat it distinctly. The reason was, they were taught the whole, as it were, at once. By restricting them to learn one question thoroughly, before they went to another, I have now the satisfaction of hearing the most part of them repeat their catechism distinctly."

[n] If it were generally known (experto crede) I speak from experience—If it were generally known how much good any individual of capacity and influence can do in Sunday (and many other) Schools by merely directing the mode of teaching; and enquiring into its execution, it is reasonable to believe that the officiating minister in every parish, where he has leisure from his more immediate duties, or, at his instance, some person duly qualified, would be induced to superintend the conduct of these seminaries. At Swanage, though limited as to age, there were no less than 183 Sunday scholars, belonging to the two schools, boys and girls, present at the last examination and anniversary, which are held at the parsonage-house, or more than one-eighth of the parish, of which the population is 1466.

Another very useful employment for the officiating minister, or, at his instance, the village school-mistress, or other person instructed by him, were to vaccinate the parishioners. In two

By the same process, the addition and multiplication tables are learnt, column by column, then two at a lesson, &c. I do not mention this division of labour and short stages, for any other reason, than because, however common in well-regulated schools, it is seldom practised in the great run of inferior schools; and it is the hinge, on which many questions, put to me on this subject, have turned.

After all, it would not be right to close this essay without anticipating the chief objection, which the intelligent reader may make to this

years I have inoculated with vaccine matter 375 persons, men, women, and children, with the happiest result, and scarce any medicine has been administered, except sugar-plums and caraway comfits, to render children quiet under the lancet, and induce other children to submit to the operation.

An improvement has been adopted in this parish this winter in the administration of the poor-laws, which, however little connected, like the last paragraph, with my present subject, except in a common end, I cannot forbear mentioning on account of its simplicity. A part, or the whole, of the extra allowance made for some time past to the poor in consequence of the high price of bread, has been given in [illegible]s, dealt out weekly, at the wholesale price, in quantities [illegible] to the families of the poor. No addition whatever is made on the parochial expenditure by this arrangement. And the poor will have the wholesale price of potatoes (as at 8s. per sack of 224lb. or 6d. per peck of 14lb. have more than 7½lb. of potatoes for 1lb. of bread, when the quartern loaf is at 1s. 2d.; and have the means of purchasing not only as much bread as they can now use, but also other necessaries, which was next to a moral impossibility, while their pay passed in the first instance through the hands of bakers.

system, "That however simple and plain it may appear in the detail, it will be found complex and intricate in the execution." To this objection, which I have often endeavoured to obviate, I reply, that the future workman has an advantage in having the model before his eyes. I do not wish to dissemble that in this as in every other art, if he do not understand his trade, do not know how to handle his tools, cannot whet them when blunt, repair them when out of order, and renew them when unfit for use, he must not be disappointed if he fall short of the mark. And if ever so well versed in these operations; yet if he be of a temper to be discouraged rather than stimulated by difficulties, which will ever occur in a new attempt, if he do not labour with earnestness, persevere with patience, and display unwearied resolution, he must not expect the prize, which God has attached to industry, skill, and exertion. But I add, with full conviction, that if this mode of conducting a school were once fully established, it will be found to require no more ability or exertion to carry it on, than it does for a man to carry on any trade in the manner, in which he was, or, himself trained.

Upon the whole, if there be any reality in what has been detailed above, it will be granted that great improvements may be made in the mode of early institution; and habits in early youth superinduced, favourable to industry, virtue, and happiness, which are indissolubly linked

together. Wise and good men of this nation have been employed in administering relief to distress in every shape in which it occurs. But the same judicious and enlarged measures have not been taken to prevent the occurrence of that distress, which, however alleviated, can never entirely be wiped off the face of the sufferer. Our code of laws is solely directed to the punishment of the offender; and it has not come within their contemplation to prevent the offence. This higher and nobler aim, as far as it is attainable, must, it is granted, originate in the right education of the lower orders of the community, by watching over, guiding, and directing their early conduct.

It will be confessed, too, of great national importance, to give a right direction to early education, to economise the time, the labour, and the expense of teaching, and, by rational and religious instruction, cultivate the minds, exalt the characters, and improve the morals of the rising generation.

Sensible that the future strength and prosperity of the state depend upon the youth, some ancient and military nations educated them at the public charge, and in a prescribed form. In a free country, and in the improved state of commerce and the arts, this practice does not admit of being adopted, and, if it did, would not be productive of general benefit. Are we therefore to think that we have nothing to do, but what (the administration, or rather) the abuse of our

poor laws do for us—to reward idleness, extravagance, and profligacy, and to tax industry, frugality, and sobriety? The money, expended in clothing and feeding the children of the poor, if properly applied, would suffice also to educate them, train them in the arts and manufactures which abound in this country, render them useful and happy members of the community, and gradually correct some of those evils which threaten the overthrow of the state. But such designs are not to be accomplished by any magical charm, which, like the visionary projects of reform, that have inundated the world of late, is to operate its effect with instantaneous and unerring certainty. Like all human works, it must have a beginning, a middle, and an end. If it be our aim to perfect a system (a priori) previous to trial and experience, and divested of the gradual progress, suited to the condition of human affairs, it were not difficult to predict the success. It is the inflexible nature of the poor-laws, which has, for ages, chained down the wit of man, and checked that silent and gradual progress, observable in the conduct of affairs, open to human ingenuity, which is ever ready to accommodate its arrangements to existing circumstances, and to the changes, that take place in the state of things. The more difficult the task, and the longer the period it may require to bring it to maturity, the less should be the delay in setting about it. Something at least may be done in regard to the education of youth, the

most important of all concerns, suited to our state and condition, and analogous to what is done in other matters of great, though inferior moment.

It is not proposed that the children of the poor be educated in an expensive manner, or even taught to write and to cypher. Utopian schemes, for the universal diffusion of general knowledge, would soon realize the fable of the belly and the other members of the body, and confound that distinction of ranks and classes of society, on which the general welfare hinges, and the happiness of the lower orders, no less than that of the higher, depends. Parents will always be found to educate, at their own expense, children enow to fill the stations, which require higher qualifications; and there is a risk of elevating, by an indiscriminate education, the minds of those doomed to the drudgery of daily labour, above their condition, and thereby rendering them discontented and unhappy in their lot. It may suffice to teach the generality, on an economical plan, to read their bible and understand the doctrines of our holy religion.

To this most important object, which involves in it the virtue, and, by consequence, the happiness of the next race of men, the prosperity of church and state—the institution of Sunday schools is pointed. This engine, as far as it goes, seems well imagined, simple, and adapted. But, to answer the end of their institution, they must be conducted in a manner, fitted to attain that end. Complaints have been made, that

some of them have not fulfilled the expectation of their founders. Others have been involved in the censure bestowed on these, and their patronage has been abandoned by several, who, on their origin, were most zealous in their behalf. Surely, the abuse of these seminaries furnishes an argument for correcting and amending what is amiss, not for consigning a wholesome and most meritorious institution to a worse and worse fate. It is an argument for devising further and more effectual means for educating and employing the children of the poor, and for setting about this good work in due time.

The Board of Agriculture have proposed to include in the wide range of their important investigations, "the health, industry, and morals of the people." But their inquiries, on this most momentous subject, are postponed to a future period, when they shall have completed their agricultural surveys; and it does not appear that early education is comprehended in the above description.

What seems wanting for the present is, that a board of education, on a similar footing with the Board of Agriculture, be established. In this free, happy, and opulent land, there never are wanting men of high rank, exalted characters, benevolent hearts, and enlarged minds, to undertake such offices as are conducive to the welfare of the people, and prosperity of the state. The wisdom of the Board of Agriculture is in nothing more conspicuous than in restricting

themselves, for the present, to a single subject, when that subject spreads out into so many collateral ramifications, and is itself in so defective a state in most parts of the kingdom, as agriculture. A Board of Education would have a more limited range: and out of their inquiries and investigations there would arise matters of great moment in regard to that most arduous undertaking, the regulation and improvement of our poor laws. This is not to be done by the speculations and theories of contemplative men, though these should be consulted and weighed, but by the investigation of facts, and an inquiry into the practices of different parishes, and the various measures, which have been pursued to alleviate the burden of the poor rates, and better the condition of the poor. The prosecution of these objects in a consistent and continued train by those who, in the first instance, have weight and influence sufficient to induce parish officers to adopt such improvements and reformations, compatible with our existing laws, as they may see fit to suggest, and recommend, can scarce fail to lead to the most beneficial consequences. In many instances, great advantages would arise by barely giving publicity to the administration of our poor laws, by requiring detailed statements of the parochial expenditure, according to a prescribed form, and comparing these statements with one another. A future report, drawn from such materials, from the investigation of what has been done, and from trials and experience

of what may be done, may be fairly expected to lead to a result, not altogether inefficient, on a subject, which seems to elude or defeat any other mode of proceeding.

The intimate connexion, between the education of the poor, the economy and administration of the poor laws, and the improvement of the morals of the rising generation, have led me insensibly, and without any previous purpose on my part, to blend these subjects together. A board for the improvement of the poor laws would naturally commence their operations with the education, the training up of the youth of the poor; and a Board of Education would bend their views to the future improvement of our poor laws, as essentially necessary to the full success of their measures.

With regard to a Board of Education, then, no mode of proceeding can be imagined more likely to answer the end of such an institution, than that happily chalked out by the Board of Agriculture. It would be their province to solicit reports from every quarter where they can be obtained with advantage; and their secretary should be employed to visit Sunday, Charity, Free Schools, &c. to inquire into and report the general state of education and morals; and suggest on the spot, by conversation and practical instruction, adapted to the capacity of those who have charge of inferior schools, such improvements, as the present state of society and educa-

tion requires. By such means, a right direction may be given to public education, and the public mind; and the most beneficial and salutary effects produced to the common weal in the morals and religion of the people, in the national industry, prosperity, and happiness.

APPENDIX.

EXTRACTS OF LETTERS

From WM. SMITH *to Dr.* BELL.

REVEREND SIR, Devanelli Fort, 8th April, 1794.

I TAKE the liberty to inform you that we arrived here the 28th ultimo, without any particular occurrence in the way. The day after our arrival we made our first visit to the Sultaun, and he entertained us at his court for upwards of three hours.

On the 1st instant Captain Doveton sent me an order to open the boxes, and lay out the machines, to shew them to the Sultaun. Accordingly on the 3d I was sent for, and I exhibited the following experiments, viz. head and wig, dancing images, electric stool, cotton fired, small receiver and stand, hemispheres, Archimedes's screw, syphon, Tantalus's cup, water-pump, condensing engine, &c. Captain Doveton was present, and explained, as I went on, to the Sultaun who has given us an instance of his being ac-

quainted with some of these experiments. He has shewn us a condensing engine made by himself, which spouted water higher than ours. He desired me to teach two men, his aruz-begs.

On the 7th I was again sent for, and the following were exhibited: tumbler and balls, sealing-wax, twelve men shocked, among whom were several khans and jackeels—electric stool; a man of eminent rank stood, and the Sultaun applied his hand about the man to receive shocks. Inflammable air fired; at which he was astonished at first, and afterwards greatly pleased. Bladder burst; after which he applied his hand upon the receiver; bladder and weight. Pneumatic bell; microscope; mechanical powers. At his own request the following were exhibited: Syphon, Archimedes's screw, water-pump, Tantalus's cup, and condensing engine. Captain Doveton was not present. The Sultaun walked round the instruments, and handled several apparatuses. He desired me more than once to teach a man, who professed several mechanic arts, the doctrine of the syphon, Archimedes's screw, and the water-pump.

After the experiments were over, the Sultaun requested me to stay eight or ten days, and promised to send with me a couple of hircarrahs to Kistnagherry, the place I told him where is my employment as a writer.

I am now removed into the fort, where a very good place is provided for me and the machines. Tippoo Sultaun was pleased to present me with a

hundred rupees, which, except thirty, I have delivered to Captain Doveton, in order to have it conveyed to Captain Read.

I am, Reverend Sir,
With the most sincere gratitude and respect,
Your very humble servant,

(Signed) WILLIAM SMITH.

Kistnagherry, May 4th, 1794.—I was nineteen days detained in the fort of Devanelli, at which interval of time I taught the aruz-begs every experiment, that the apparatus can admit of being performed. The Sultaun was pleased to send me with an hircarrah and two sepoys to conduct me out of his country, whom I dismissed at Ryacotah, with a receipt from Lieut. Macgregor, of the 4th bat. of nat. inf. commanding Ryacotah.——

Tripatore, 12th May, 1794.—I have the honour to inform you that I arrived here the 6th instant, and commenced writing for Captain Read, and to superintend the boys. Of some particulars that occurred while I remained at Devanelli, after I wrote the letter dated 8th April, I now take the liberty to write you.—

——It would, I believe, be otherwise, if I were to handle those instruments. But the case was thus: the aruz-begs were to perform what experiments they wanted to learn, while I, at the

distance of three or four yards, was only to inform them when they were wrong.

The object I had in view, before I begun to make out directions how to perform experiments, was, that if the Sultaun wanted his men to be taught, I might have the directions translated into their language. Accordingly I asked those men if they wanted written directions; but they answered me, that they have no names to give to the apparatus, else they would set about translating it.

May 28th. I most heartily thank you for this last kind favour (which I received the 20th instant), among many other very strong proofs of your attention and interest towards my welfare; and I hope I will always have it in the best of my power to deserve such.

I will, with the greatest pleasure, inform you whatever else happened during my residence in the Sultaun's country.

I can assure you that Tippoo Sultaun was mightily pleased with the electric machine and the air pump, especially the electric machine. He was prepared for every experiment I exhibited, except the firing of the inflammable air.

I was greatly surprised when he called out to those, who were just preparing hand in hand, in order to receive a shock, to stand without emotion, and that they will presently feel something suddenly pass through them; and when it was done, he laughed much at their staring at one another without speech.

When a man stood on the stool, I gave him the large metallic knob into his hand; but the Sultaun desired me to take it back from him, telling me, at the same time, that it is of no use, and that the man's fist is sufficient.

It did cost me several minutes before the firing of the inflammable air proved successful (having never understood that, by the point of the discharger applied to the knob of the pistol, I could more effectually discharge it than by the knob), during which interim he was in a very impatient emotion; and when that was done, it did indeed surprise him. He desired me to go over it three times.

——I take the liberty to write for your information the familiar discourse Tippoo Sultaun was pleased to enter into with me, that took place at the close of the experiments.

There were some silver trumpets newly made brought into him for his inspection, and which he desired the trumpeters to sound *hauw* and *jauw*, i. e. come and go. After which he asked me if they were like those I saw at Madras. I answered, "Yes; but those at Madras are made of copper." He asked me again, whether the tune were any thing like what I have ever heard. I answered, No. "How then," says he, and presently, ordering the instrument to be put into my hands, desired me to blow. I told him very civilly, that I could not blow. "No," says he, "you could; what are you afraid of?" I told him again, that I spoke truth, and that I was brought

up in a school, where my master informed me what lying was, and always punished those boys, that spoke untruths. He begun again, in asking if I knew how the trumpets were used for speaking on board of ships. I told him that I never was on board of ships. "Why," says he, "did you never take a walk on the sea-shore to see such things?" "Yes, sir," answered I, "I have been several times on the sea-shore, but the ships are at a great distance from me; I can hardly discern a man on the mast or deck of a ship." Question: Whether only one sort of music, or more, are used at Madras? Ans. Many of each sort, and they are distinguished by these names, viz. drums, fifes, flutes, clarinets, French-horn, and bazoon. Question: On what occasion do they use these musics? Ans. For soldiers to march, to salute, to retreat, and such like.

The subject on music he ended, and the next was to this effect.

He asked me whether I am an Englishman. I answered, Yes; but that I am a native of India. Question: What employment are those Englishmen and natives of India put into? Ans. First they are put into a school instituted by the sirkar, and, at the age of twelve or fourteen years, they are put out in order to learn trade or business—as a mechanic, merchant, sailor, writer, and such like. Quest. Whether they are enlisted as soldiers? Ans. No.

June 11th. After this the Sultaun arose (five hours being elapsed) to quit the court, and de-

sired the present (of a hundred rupees) to be delivered into my hands, with these words: "This is given you as a present for the trouble you took in performing those experiments, which verily pleased me:" and a command, that I am to stay in the fort ten days: "After which," he continued, "I will send you to Kistnagherry with two hircarrahs, in order to conduct you safely through my country." I returned the compliment with a salam, in the manner I was instructed, saying, that I thankfully accept his present, and am willing to obey his commands. The language, which the Sultaun used, was the Carnatic Malabar. Mine very little differed from his. Poornia was the interpreter of such terms as the Sultaun did not understand, and Capt. Doveton favoured me with his butler (who understood and spoke the Moor language to perfection) to help me in going through the experiments.

REGULATIONS

FOR THE

MILITARY MALE ORPHAN ASYLUM,

ESTABLISHED AT

A GENERAL MEETING

OF

THE RIGHT HONORABLE PRESIDENT, VICE PRESIDENTS, AND DIRECTORS,

ON THE 28TH OF JUNE, 1796.

1. THAT the Right Honourable the Governor, for the time being, be solicited to become President, and the Members of Council, and Commander in Chief, Vice Presidents.

2. That a number not less than Sixteen, nor exceeding Twenty-four Gentlemen, most likely to reside at the Presidency, be constituted Directors, of which number the following, from their official situations, shall be considered permanent.

The Chaplains,
The two Church Wardens,
The Military Secretary,
The Civil Secretary,
The Military Auditor General,
The Commandant of Artillery,

The Chief Engineer,
The Adjutant General of the Army,
The Quarter Master General of the Army,
The Physician General,
The Adjutant General, or Deputy Adjutant General, of his Majesty's Troops,
The Commissary General of Stores,
The Town Major.

DIRECTORS CHOSEN.

Mr. Andrew Ross,
Mr. William Webb,
Mr. Cockburne
Mr. Kindersley
Mr. Sewell,
Major General Brathwaite,
Colonel Sydenham.

3. That a Select Committee of Six Directors (exclusive of the Treasurer and Secretary) be chosen, who are to be a standing Monthly Committee, to meet regularly at the Asylum, on the first Wednesday of every month, for the discussion of the current business of the Institution; any two of whom, with the President, or Senior Director present, acting as such, are to be considered as a competent Committee.

4. That the Commander in Chief be requested to become the President of the Select Committee.

5. That the Select Committee of Directors shall be competent to act in all matters whatever

relative to the receipt and allotment of money, reception of orphans, directing what employment they shall be instructed in, or how brought up; and in general to conduct this charity according to the established regulations.

6. That a General Quarterly Meeting of the President, Vice Presidents, and Directors, be held in the first week in January, April, July, and October, in order to close the quarter's accompts; to receive such reports as may be thought necessary to be laid before them; and to make or amend regulations for the good of the charity.

7. That a Meeting of the Select Committee of Directors shall be held on the Wednesday preceding each General Quarterly Meeting, to inquire into the state of the charity, and to consider, and determine on, what may be thought necessary to be laid before the General Quarterly Meetings.

8. That a deputation of two, or more, members of the Select Committee, take it in turn to visit the Asylum once a month, to inquire into the state of the school, hear the classes read, inspect the boys' writing and cyphering books, and the monthly report of the rank they hold in their respective classes, as well as their progress in the several branches of Education.

9. That the Church Wardens, for the time being, be requested to act as Treasurers.

10. That a Secretary to the Institution be appointed.

11. That the children of Europeans of all professions be received as boarders, but to be precisely on the same footing with respect to diet, dress, and treatment, as the boys on the foundation.—That previous to their admission as boarders, the sum of Ten Pagodas shall be required as entrance money, to be paid by the parent, guardian, or friend, of each boy so to be admitted; this, however, is not meant to deprive the parents, &c. of an option of contributing more largely on this account. There must also be sent to the Secretary, and lodged in the hands of the Treasu pted order on some mercantile hou sidency, for the payment of Three month, on account of his maintenanc and education, as a boarder; and pe the wish of some persons, with the view of securing a certain future provision for a child, to lodge a sum of money with the Treasurer, the interest arising from which may not only be sufficient to defray the monthly expence of board, &c. but to afford an overplus, to be added to the principal, and carried to the credit of the deposit for the benefit of the child: the Treasurer is accordingly authorized to receive in charge any such proffered sum of money, and to vest it in a government bond, on the terms which may appear to the Select Committee likely to prove most beneficial to the proprietor.

12. That there shall be a general examination

of the school, by the President, Vice Presidents, and Directors, once every year, in the first week of the month of January; at which time, a certain number of Honorary Medals will be distributed by the President, according to the progress and merit of the scholars.

13. That it be a standing and invariable rule, that all the funds belonging to the institution shall be disposed of in government security.

14. That a state of the funds be published in the papers, in every year, in the month of January, specifying the annual receipts, expenditures, and balance, together with the number of boys at the establishment, the number since the foundation of the school, as well as during the preceding year, the active trades, or employments, to be also noted; for which latter purpose, the Surgeon of the institution is to keep a book, containing the name of every patient under his care, and expressing his particular disorder; from which book, a report shall be prepared by him, to be laid before each Quarterly Meeting.

15. That the Treasurer's accounts be audited at the General Meeting in January, when they shall deliver in an abstract of the year's accounts, with the vouchers for monies disbursed, and a state of the funds, that the same may, with the balance of cash, be handed over to their succes-

sors; and that the abstracts at the school shall be kept in the same form as has hitherto been observed.

16. That the Secretary shall keep two letter-books, wherein shall be copied all letters received, and sent by him, relative to the business of the Asylum: that he shall keep a fair record of all proceedings at General Meetings, or Monthly Committees, which shall be regularly read and approved at each respective subsequent Meeting; that he shall sign all applications for the admission of chi[illegible] been approved by the Direct[illegible] necessary obligation for p[illegible] ixed by these regulations [illegible].e is to hand over to the Tre[illegible] larly summon the General Q[illegible] id Monthly Committees, a[illegible] hese regulations, giving at least three days notice of such Meetings respectively; and in order to enable him to fulfil the object of his appointment, he shall be allowed for a Writer, eight Pagodas monthly.

17. Should the Treasurers, or Secretary, be suddenly called upon to quit the Presidency on the public service, or their own private concerns, a meeting of the Select Committee on that emergency shall be held, in order to receive charge of the books, papers, accounts, and cash, belonging to the Charity, and to fill up the vacancy that may occur.

ADMISSION.

18. It is agreed that the Children of Officers who may be boarders, but by the death of their parents, guardians, or friends, be deprived of further support, shall be considered as having the first; and the Orphan Children of Officers, if left destitute, the next claim to admission on the Foundation of this Charity.

19. That as it is a main object of this Charity to make provision for the education of the Orphan Children of Non-Commissioned Officers, and Private Soldiers, that these shall have the next claim.

20. That after the [illegible]s, or inability, of living Non-Com[illegible]ers, and Private Soldiers, to e[illegible]hildren, shall be considered as affording a title to the advantage of this Charity.

21. That no boy be eligible to this Charity whose father is not an European; that legitimate have the preference of illegitimate Children—and that in the selection of boys for admission, a preference be shewn to the seniority of age in the candidates.

22. That a boy can only be admitted into this Asylum, when recommended by the Commanding Officer of the Corps to which his father belongs, or has been attached, or other official person that the Select Committee shall deem competent to make such recommendation, who shall

certify his parentage, age, &c. according to the prescribed form.

23. That any boy lame, or deformed, or whose faculties may be deemed unequal to the elements of letters, shall be admitted, or rejected, at the discretion of the Select Committee, who will be guided in their decision principally by considering the probability of his becoming a permanent burden on the funds, or of his being able at, or before, the age of fourteen, to earn his own subsistence, agreeably to the plan of this institution.

24. That [illegible]e of four years, or more tha[illegible]dmitted into this Asylum; an[illegible]ept on the foundation after [illegible]except he be employed on th[illegible]her, or Assistant.

25. That [illegible]ge of fourteen, it be endeavou[illegible] boys, as apprentices to artificers, as surveyors, clerks, sailors, or otherwise to dispose of them, as may be thought likely to render them most useful and beneficial to themselves and the community.

26. In case the parent, guardian, or friend, of any boy on the foundation, shall wish to withdraw him from the Asylum, with the view of otherwise providing for him, the same shall be signified from the party by letter to the Secretary, who will communicate the circumstance to the Directors—and should they be satisfied that the provision proposed, is better than that designed by the institution, the child may accord-

ingly delivered to the parent, &c. making the application.

DIET.

27. That the boys have for breakfast—one moiety milk and rice, and the other moiety coffee and rice.—For dinner, roast mutton and vegetables, with bread, on Sundays and Holidays—mutton curry three days in the week—rice, with dholl, one day, and vegetable curry two days.—For supper, one moiety of the boys, milk and rice, and the [illegible] yater, and rice, daily, thr[illegible]t the Surgeon of this [illegible]erty to recommend such [illegible]ink would be conducive [illegible]

28. That the dress of the boys consist of a shirt and long drawers, shifted four times a week; and on Sundays and Holidays, when they go abroad, a sleeved waistcoat, with a leather cap.

MANAGEMENT.

29. That the boys rise at day-break, be washed and combed, then read prayers, breakfast at seven, go to school at eight, and remain till twelve, then learn tasks, in grammar, geography, arithmetic, &c. till one; then dine, and be at school from two till five in the afternoon,

at which hour the boys are to walk out, attended by one of the Masters; sup at six; after supper one of themselves to read the Evening Service of the Church, and two others the Lessons, or learn Church music at seven, and retire to rest, at eight o'clock.

30. That they be instructed in reading, writing, arithmetic, book-keeping, geometry, and navigation.

31. That the boys who go to church on Sunday, set out from the school at eight o'clock, and that the others who stay at home, assemble immediately and read Morning Prayers; after that, they are to go to school from nine till twelve, and in the evening from two till three, and according to their age and progress, revise the last week's tasks, learn the Catechism, &c. and the Evening Service of the Church to be read in school at seven o'clock.

32. That on application to the Schoolmaster, and with his leave, liberty be granted to parents, and others connected with the children, to see them in school, between the hours of ten and twelve in the forenoon; but to prevent crowds and irregularities on Saturday evenings, and on Sundays, no admission can be granted on these days.

33. That the foregoing shall be considered as standing regulations, from which no deviations shall be made until the proposed alterations have been suggested at a General Quarterly Meeting, and recorded on the Minutes;

and that the further consideration of the subject shall be postponed to another General Meeting, and approved by two-thirds of the Directors at the Presidency, before such alterations shall be carried into effect.

By order,

FREDERIC PIERCE,
Acting Secretary, Male Orphan Asylum.

T. Bensley, Printer,
Bolt Court.

HINTS

RELATIVE TO

NATIVE SCHOOLS,

TOGETHER WITH THE OUTLINE OF

An Institution

For their EXTENSION and MANAGEMENT.

SERAMPORE:

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1816.

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HINTS, &c.

SECTION I.

On the NECESSITY *of erecting Native Schools in India.*

THE present state of society in Britain is perhaps distinguished more strongly by no feature, than by that of a benevolent concern for the welfare of others. That sentiment "Am I my brother's keeper?" has been more fully discountenanced at no time since it was first uttered, than at the present period. Not only have the wretched and the ignorant at home been sought out, and their cases met with an earnestness unexampled in any former period of our national history; the deplorable circumstances of the African negro have attracted notice; and philanthropy, after evincing its might by rending asunder the ponderous chain of slavery, is still demonstrating its celestial origin by attempting to impart to the natives of Africa all those blessings which emanate from knowledge and civilization.

It is therefore not wonderful that the same godlike feeling should at length have extended its influence to the shores of India, and have regarded the state of its inhabitants with tenderness and pity. When we indeed consider that, to the ties of a common nature which unite man to man, they superadd those of fellow-subjects governed by the same sovereign, it will by no means appear strange that British feeling and humanity should have regarded the natives of Hindoostan with an eye of compassion, nor that the nation and the Senate should have united in the wish "that," relative to them, "such measures might be promoted, as may tend "to the introduction of useful knowledge, and of religious and "moral improvement."*

* See Sect. 33 of 53, Geo. III.

The situation of the inhabitants of India indeed seems to furnish them with a peculiar claim to our attention. Placed as they are by Divine Providence, under the fostering care of Britain, they have extended over them by British laws, that security and protection relative to their persons and property which were unknown in India under their native sovereigns. Advantages, however, which their present lamentable state of ignorance prevents their fully enjoying: for, to say nothing of the gross impositions from their own countrymen to which the ignorance of the lower classes renders them constantly liable, the present state of their minds is such as to deprive them of a great part of the happiness arising from social life, and to leave them almost utterly unacquainted even with the nature and obligation of relative duties. Scarcely any thing can be more shocking than their ignorance of parental duty on the one hand, and of filial obedience on the other, unless it be that insensibility to the finer feelings of humanity, and to the obligations of truth, fidelity and justice, which is so painfully witnessed by most Europeans intimately connected with them.

It is acknowledged that much of this national prostration of morals and feelings may be traced to their system of religion. But it would be wrong not to advert to the degree in which ignorance aggravates all these evils. When idolatry existed both in Rome and in Greece, the sanctions of an oath were not wholly disregarded among them; perjury on the contrary was regarded with horror; falsehood in general with detestation; and the ties of social life which bind man to man, as well as those of probity, fidelity and justice, were felt and acknowledged to be of universal obligation. It will hence be easily seen, either that Hindoo idolatry in its principle and operation is far more inimical to public morals than was the ancient idolatry; or that ignorance has exceedingly aggravated its evils. It will perhaps be found that both of these causes have had their full share herein, and that they have produced a reacti-

on on each other; the system tending to produce and perpetuate ignorance of the worst kind, and this ignorance, on the other hand, tending to add to the horrors of the system.

That the system has had its full share in the degradation of morals and manners, few will be inclined to doubt who consider its nature and tendency. Not only are the people in general destitute of every just idea of God; they can scarcely be said to be fully impressed with the importance of a single principle of morality. In addition to their being wholly unconscious of that accountability to the Judge of All, which in Europe is written on almost every heart, as well as ignorant both of the justice and mercy of God, of the evil which follows immorality and sin even in this life, and of the happiness which results from piety, probity, truth, fidelity and integrity; they have no just idea of the objects of nature so constantly before them, of the sun, moon, and stars—the clouds, the winds, the rain;—the earth on which they dwell,—the groves, trees and plants which surround them—the domestic animals which they nourish; nor, in a word, of the flowing stream, the buzzing insect, or of the plant which creeps over their lowly shed. To them the sun retires behind a mountain, the rain from heaven is given by a god they are in the habit of despising and vilifying,* the rainbow is the bow of Rama, the river is a deity, the birds, the beasts, and even the reptiles around them are animated by the souls of their deceased relatives;—falsehood and uncleanness are nothing, perjury a trifle, and a failure in fidelity and probity, often a subject of praise; while ablution in the waters of a river is deemed a due atonement for almost every breach of morality.

That this state of misery is heightened by their ignorance, will be evident when we consider the little knowledge they possess even

* *Indra*, particularly contemned as the seducer of the wife of his own spiritual teacher.

of their own language. The wretched schools they have in their towns and villages are so few, that on the average scarcely one man in a hundred will be found who can read a common letter. But the knowledge gained in these schools is so small that it does little more than serve to make darkness visible. Without books, without the vestige of a grammar in the common dialects, without the most limited vocabulary, what can they acquire even of their own language? They merely learn to trace the letters of the alphabet, to write a few names, and, as their highest accomplishment, to copy a meagre and ill-written letter. Hence when brought into life, numberless instances occur wherein their wretched writing and far more wretched orthography, almost the dictate of every man's fancy, render them quite unable to read each other's hand. Hence too the perusal of books from which principles of integrity and uprightness might be imbibed, is quite out of the question. If there be any thing in Menu, or in any other of their writers, which could preserve the tone of public morals, it is never brought within the reach of the common people. Printed books they have none, unless a copy of some book of the scriptures should have found its way among them. And as to manuscripts, they have scarcely one in prose; but if they possessed a multitude, their ignorance of their own language would render the perusal of an inaccurate and ill-written manuscript too formidable a task to be often attempted. Thus with a regular and copious language of their own, nearly all who are ignorant of the Sungskrit language, (which is not understood by one in ten thousand throughout India,) are in a state of ignorance not greatly exceeded by that of those savage hordes who have no written language, while numerous causes combine to sink them far below most savage nations in vice and immorality.

Add to this, that their knowledge of Arithmetic is scarcely less wretched. What avails their possessing treatises in Sungskrit both on Arithmetic and Geometry? from these the common people de-

rive about as much advantage as though they were written in Chinese. Hence, though some of them, through long habit, are expert in calculation, as is the case with many in England unacquainted with a single rule of Arithmetic, at school they learn even the four fundamental rules in so wretched a manner, that an English boy of eight years old would, in a few minutes, resolve a question in multiplication or division, the solving of which would cost them an expense of time scarcely to be credited.

SECTION II.

On the KIND *of Knowledge proper to be communicated to the natives of India.*

HAVING thus, in some degree, ascertained the nature and extent of that state of ignorance in which our Indian fellow subjects now are, it will be less difficult to point out a remedy. It may not, however, be improper previously to remark, that whatever instruction it may be desirable to communicate to them, must be imparted in their own language. Whatever ends besides might be answered by introducing among them the English language, the hope of imparting efficient instruction to them, or indeed to any nation in a language not their own, is completely fallacious. Of this the present state of Ireland may serve as a proof, where, after attempts have been made for more than two centuries to render the English language the medium of imparting knowledge, the necessity of recurring to their own language is daily more and more acknowledged.

The advantages for communicating instruction with ease and efficiency which the one method possesses above the other, are such as will appear evident from the slightest comparison. For ideas to be acquired with effect in a foreign language, opportunity, leisure, inclination, and ability must combine in the case of every individual; and even then scarcely one in ten would so thoroughly acquire the English language as to derive due instruction from the mass of knowledge contained therein. These advantages too must be renewed to every successive generation, and the same advantages of opportunity, inclination, and sufficient ability must unite in the case of each individual. Moreover instruction, to answer its pro-

per design, should be such as to render the inhabitants of a country happy in their own sphere, but never to take them out of it. Those individuals however in whom such ability for acquiring the English language united with due opportunity of improvement, would scarcely remain to till the ground, as to labor at any manual occupation; they would therefore by their education be unfitted for the ordinary callings of life. On the other hand, the successful exertions of one European in acquiring the languages of the country, or of a native in acquiring the English language, might, through the medium of the native languages, not only diffuse light throughout a whole country, (and at one tenth of the expense,) but enlighten successive generations to the end of time: while knowledge thus imbibed by the common people would serve to expand their minds and enrich their language, and at the same time render them happy in the humble sphere wherein providence has placed them.

It will however occur to those who duly weigh the subject, that one grand step towards imparting instruction to our Indian neighbours with due effect, will be that of *improving them in the knowledge of their own language*. To secure this, two or three things are necessary. The various Characters of the language, with their numerous combinations, should be given them printed with the utmost accuracy, that by frequently reading and copying them, they may become fully acquainted with the powers of their own language.——To improve them in Orthography, in which they are so wretchedly deficient, a selection of useful words accurately spelled, might be given them printed on Tables in the manner of Lancaster's English tables, which they might both spell and copy till perfect in them.————It might also be helpful, as all the provincial languages are derived from the Sungskrit, and contain

a great number of compound words, if a few of the most useful rules for uniting these compounds were added, which would greatly assist them in gaining an accurate knowledge of their own language.—A sketch of Grammar too, including at least correct paradigms of the nouns and the verbs, might be given them, which might be soon familiarized by being used as Reading Exercises.

But above all, their acquaintance with the *meaning* of the words in their own language requires to be enlarged. In every country the vocabulary of the poor is extremely limited; but in India, where there is scarcely a prose work in circulation, it must be limited indeed; and their facilities for receiving ideas must of course be equally narrow. A Vocabulary therefore, which shall accurately define the meaning of three or four thousand of their best words, in those most commonly used in the language, would enlarge their stock, and operate in the most happy manner toward the diffusion of knowledge among them; as these words, by being daily read and written from dictation with their meaning, would soon be impressed on the memory. This vocabulary should, above all, include every word used to convey any idea of natural science in the various compendiums hereafter mentioned.

It is also desirable that their system of Arithmetic should be improved, and that they should be made acquainted with the simplest and easiest method of solving those practical questions in arithmetic which are now so abstruse to them. This would be useful beyond merely enabling them to manage an account; the precision of thought and the habit of reasoning which a thorough acquaintance with the fundamental principles of numbers, tends to produce, are not useless in strengthening the mind and in fitting it for further advances in knowledge.

It is true, that when these helps are provided, namely, a correct system of Orthography—a sketch of Grammar, a simplified system of Arithmetic,—and an extended Vocabulary, little is done beyond laying the foundation. Still however this foundation must be laid, if any superstructure of knowledge and virtue be attempted relative to the inhabitants of India. Yet, were the plan to stop here, something would have been done, a peasant, or an artificer, thus rendered capable of writing as well as reading his own language with propriety, and made acquainted with the principles of arithmetic, would be less liable to become a prey to fraud among his own countrymen, and far better able to claim for himself that protection from oppression, which it is the desire of every enlightened government to grant. But the chief advantage derivable from this plan is, its facilitating the reception of ideas which may enlarge and bless the mind in a high degree; ideas for which India must be indebted to the west, at present the seat of science, and for the communication of which, generations yet unborn will pour benedictions on the British name.

1. To this then might be added a concise but perspicuous account of the Solar System, preceded by so much of the laws of motion, of attraction and gravity, as might be necessary to render the solar system plain and intelligible. These ideas however, should not be communicated in the form of a treatise, but in that of simple axioms delivered in short and perspicuous sentences. This method comes recommended by several considerations: it agrees with the mode in which doctrines are communicated in the Hindoo Shastras, and is therefore congenial with the ideas of even the learned among them; it would admit of these sentences being written from dictation, and even committed to memory with advantage, as well as of their being easily retained; and finally the conciseness of this method would allow of a multitude of truths and facts relative to

astronomy, geography, and the principal phenomena of nature, being brought before youth within a very small compass.

2. This abstract of the solar system might be followed by a compendious View of Geography on the same plan, that of comprising every particular in concise but luminous sentences. In this part it would be proper to describe Europe particularly, because of its importance in the present state of the world; and Britain might with propriety be allowed to occupy, in the compendium, that pre-eminence among the nations which the God of providence has given her.

3. To these might be added a number of popular truths and facts relative to Natural Philosophy. In the present improved state of knowledge a thousand things have been ascertained relative to light, heat, air, water, to meteorology, mineralogy, chemistry, and natural history, of which the ancients had but a partial knowledge, and of which the natives of the east have as yet scarcely the faintest idea. These facts, now so clearly ascertained, could be conveyed in a very short compass of language, although the process of reasoning which enables the mind to account for them, occupies many volumes. A knowledge of the facts themselves however, would be almost invaluable to the Hindoos, as these facts would rectify and enlarge their ideas of the various objects of nature around them, and while they, in general, delighted as well as informed those who read them, they might inflame a few minds of a superior order with an unquenchable desire to know *why* these things are so, and thus urge them to those studies which in Europe have led to the discovery of these important facts.

4. To this view of the solar system, of the earth, and the various objects it contains, might with great advantage be added such a

compendium of History and Chronology united, as should bring them acquainted with the state of the world in past ages, and with the principal events which have occurred since the creation of the world. With the creation it should commence, describe the primitive state of man, the entrance of evil, the corruption of the antediluvian age, the flood, and the peopling of the earth anew from one family, in which the compiler should avail himself of all the light thrown on this subject by modern research and investigation: he should particularly notice the nations of the east, incorporating in their proper place the best accounts we now have both of India and China. He should go on to notice the call of Abraham, the giving of the decalogue, the gradual revelation of the Scriptures of truth, the settlement of Greece, its mythology, the Trojan war, the four great monarchies, the advent of the Saviour of men, the persecutions of the Christian church, the rise of Mahometanism, the origin of the papacy, the invention of printing, of gunpowder, and the mariner's compass; the reformation, the discovery of the passage to India by sea, and the various discoveries of modern science. Such a Synopsis of History and Chronology, composed on the same plan, that of comprising each event in a concise but perspicuous sentence, would exceedingly enlarge their ideas relative to the state of the world, certainly not to the disadvantage of Britain, whom God has now so exalted as to render her almost the arbitress of nations.

5. Lastly, it would be highly proper to impart to them just ideas of themselves, relative both to body and mind, and to a future state of existence, by what may be termed a Compendium of Ethics and Morality. The complete absence of all just ideas of this kind, is the chief cause of that degradation of public morals so evident in this country. The system of ethics, (if it deserve the name) which pervades India, and indeed nearly the whole of

the east, is far less friendly to public and private virtue than even that which prevailed in Greece and Rome when idolatry was at its highest pitch. The doctrine of the metempsychosis carried to the extent in which it is in India, while it seems to exalt man to the state of a god by terming him an identical part of the deity, in reality sinks his ideas of the deity to the level of every thing immoral and degrading; while men's maintaining that God does every thing within them, takes away all reverence for him, and sets them free from every tie of moral obligation. Further, the idea of the soul's passing from body to body, strips death of every thing awful, and humanity of every thing tender; and instead of elevating the minds of the Hindoos above terrene objects, it renders them insensible to the finest feelings of humanity, and causes them to set scarcely any value on human life, even though it be the life of those who gave them existence. Thus these two grand principles, piety and humanity, which are the foundation of all virtue, both public and private, and which enter into the essence of both natural and revealed religion, are almost extinguished in the mind of a Hindoo by the natural operation of the system he holds: and when to this we add that disregard of justice and all good faith, and that proneness to knavery, falshood, and deceit, which instantly follow the absence of piety, justice, and humanity, we have before us all the great features of depravity visible in their general character.

If we would therefore wish to improve the public morals of our Indian fellow subjects, this must be attempted by the introduction of a remedy suited to the nature of the disease, by imparting to them that knowledge relative to themselves, to their responsibility for their actions, their state both here and hereafter, and the grand principles of piety, justice, and humanity, which may leaven their minds from their earliest youth. Should any one say: "effect

this by at once introducing the Holy Scriptures into these Schools," the measure is not so much objected to on account of any danger attending it, as from its not appearing to be the most efficient method which can be adopted. That the Scriptures contain every degree of information relative to the nature of man, his relation to God, a future state, &c. &c. no one can deny; they are indeed that to the moral world, which the sun is to the world of nature, the source of light and illumination. But from that vast mass of divine truth interwoven in history, narrative, ecclesiastical polity, prophecy, doctrine, precept, which forms the delightful study of a whole life in Britain, is it to be expected that an Indian youth, totally unacquainted with the nature of the book, and the reading of whose parents and contemporaries has never been equal to a twentieth part of its contents, should be able, under the direction too of a heathen teacher, to select precisely those truths which would meet the deficiency of his own ideas? It seems necessary that these important facts relative to the nature of man, a future state, our responsibility to God, &c. with which we in Europe are familiarized from our earliest infancy, should be laid down in a way no less clear and definite, than those which relate to the solar system, natural philosophy, geography, and history. The compendium containing these ideas might be drawn up in the words of scripture, or otherwise. The information needed by a Hindoo youth is of such a nature as to require many things to be defined, not expressly included in the words of scripture; a freedom therefore might be used, and the plainest and easiest language adopted in conveying these important truths, the language of scripture being preferred when peculiarly suited to express the idea to a child, which will be found to be the case in a multitude of instances.—Although this Compendium of Ethics is mentioned last, it is not

absolutely necessary that the communication of ideas so important in their nature, should be deferred till all the rest be familiarized; it might be better to intersperse them among those already mentioned, that they might take deep root in the mind, and become as it were a second nature.

These various compendiums, after being written from dictation in the manner described in the next section, might also furnish matter for reading; and when it is considered that, in addition to the sketch of Grammar, the Vocabulary, and the system of Arithmetic, they include a view of the Solar system, a synopsis of Geography, a collection of facts relative to Natural objects, an abstract of general History, and a compendium of Ethics and Morality, they will be found to furnish sufficient matter for reading while youth are at school; as the whole cannot be brought into much less than 500 octavo pages, making five small volumes of nearly a hundred pages each. These in addition to being read and written at school, might however be given neatly printed, as rewards; and in this case books once read at school would probably be recurred to with pleasure even to the end of life.

It may not be improper to add, that, as there is nothing in these compendiums which is strictly local, they might be made to suit the state of the people not only in the various provinces of India, but of those in the Burman Empire, and indeed throughout the East; as it would be easy to get them translated into the various languages into which we are translating the Scriptures, and in most of these languages, to give the Alphabetic tables, the sketch of Grammar, the Vocabulary, and the system of Arithmetic. By these means just ideas of the heavenly bodies, the earth, the past state of the world,—of the nature and high destination of man, of God as the Creator, the Saviour, and the Judge of mankind;

of virtue and vice, and of a future state, fixed and eternal, might in a certain degree be diffused throughout the east; which with the facility of reading which this would create, would be an admirable preparation for the effectual dissemination of the Sacred Scriptures, the best gift, next to his dear Son, which God has ever given to men.

SECTION III.

Of the MEANS *by which Knowledge may be communicated to the Hindoos.*

THE *Kind* of knowledge which it would be desirable to communicate to our Indian fellow subjects, being fully in view, we have next to consider the most effectual *means* of communicating it. On this head there can be but one opinion; if we might expect to diffuse knowledge in a certain degree among those of riper age by printing and circulating these various compendiums, it is to schools that we must look for the successful implantation of those ideas in the minds of the young, as well as for the extension of the benefits which arise from reading; as these compendiums could not *instruct* any one in reading, and could therefore be useful only to the small number of natives who are able to read already. Respecting Schools, the questions are, Of what kind must they be? How can they be efficiently conducted? What will be the probable expense of any given number?

1. Relative to the first of these questions, it will be obvious to those acquainted with native schools, that nothing can be expected from them on the plan upon which they are now conducted by the natives. Not only must the plan be new, combining order with delight; but the Teachers in general must be initiated into the plan, and exercised for some time therein. It will be necessary to enter into this part of the subject with some degree of minuteness. The plan best suited to the spread of knowledge is that of Lancaster, improved and adapted to the circumstances of the country; in considering which, it will be proper to notice the Tables or

books, with the method of using them; and the Classing of the children; together with the Monitors and the Teacher.

The object of the *Tables* on Lancaster's plan is twofold; that of saving expense by substituting one large fair copy in the room of many smaller ones, and of fixing the attention of a whole class to this large copy, and thus enabling ten or twelve to learn at once, and, with a little management, much faster than any one could be taught singly. These two objects render the tables peculiarly suitable to the Hindoos; the display of so large a quantity of fair print engages their attention, and renders the path of learning pleasant even at first sight; and when they are formed into classes, their desire to excel renders it easy to bring them forward. These Tables therefore may be used with the highest advantage till the pupil can both read and write with readiness and accuracy. The Alphabet with its various combinations, the various words given for Spelling, with the rules for the compound words, the Paradigms of the Nouns, Pronouns, and Verbs, may all be exhibited on these tables with advantage, as may the various rules and examples in the improved system of Arithmetic; nay the principles by which the Solar System is governed, might also be thus delineated almost to their sight, as well as to their understanding. These will serve for exercises both in reading, and in writing from dictation, and their thus having a full and fair copy before them, will soon enable them to write well from dictation alone.

The Tables having been continued thus far, to continue them through all the other compendiums, would increase the expense of furnishing a school beyond the proper bounds. The tables already mentioned, will amount to between fifty and sixty, which at four for the Rupee, (the board on which they are pasted being includ-

ed,) amount to about fifteen Rupees; but were all the other compendiums to be thus delineated on tables, it would increase the number to nearly 400. Happily, however, this is by no means necessary. When boys can write neatly, a field is opened for improving the mind by dictation alone to any extent which the time of the pupil at school admits; and one printed book for the monitor of each class, the price of which will scarcely exceed that of one Table, will be sufficient for a whole class however numerous. A little reflection on the nature of thus writing from dictation will convince us too, that it is a most effectual means of conveying instruction. It secures the attention of a whole class, and promotes the improvement of a pupil in reading, writing, orthography, and grammar, at the same time that it conveys clear and distinct ideas to the mind. Its advantages relative to fixing ideas in the memory will easily appear from a review of the process observed in communicating a sentence. Suppose for example that a class of twelve boys were prepared to write from dictation the following three sentences;

"The earth moves round the sun in three hundred and sixty-five days, which motion forms the year."

"The earth turns round on its own axis once in twenty-four hours, which forms day and night."

"The moon encompasses the earth in twenty-nine days and a half, thus forming the lunar month."

The whole class being ready, receive and write the first word, and are led to expect the next with calmness and desire, the state of mind best suited for the reception of ideas; this heard and written, they go on gradually receiving and almost anticipating the idea

till the last word leaves it full on the mind. These three sentences being written by each of the twelve boys, they now turn them into a reading exercise, the first boy reading the first sentence aloud, which the rest have also before them in their own hand writing; the next boy reads the second, and the next the third; which brings the fourth boy to read the first a second time; and thus with the rest, till each sentence will thus have been read four times, while the whole class have had them all written before them, and written too with their own hand. Thus three of the most important facts in nature, first written, and then distinctly read four times, will be so impressed on the mind as perhaps never to be wholly obliterated. This will serve to shew with what ease and effect the whole of the ideas in these various compendiums can be communicated; and if comprised in 450 pages, which might perhaps be done, the whole, at half a page each day, might be thus written from dictation in the space of three years. Thus while the mode of conveying these various ideas in short and easy sentences, would admirably suit them for dictation, the method of first writing and then repeatedly reading them, would secure their being retained, in a degree almost equal to that of their being committed to memory.

Having thus selected the ideas to be conveyed, and fixed on a method by which this can be effectually done, our work is clear before us. The rest will be found comparatively easy, nothing in point of instruction being left dependant on the Monitors, or even on the Master; to form the school into suitable classes, furnish these with their proper tables, and see that order is preserved, and diligence secured, being all that will be required. To the forming of the classes we now proceed; any thing on which will however be unnecessary where a teacher trained up to the plan can be obtained; but as this

may not be within the power of every gentleman who may wish to have a school under his own eye, it may not be useless to go somewhat minutely into the detail.

Formation of the classes, &c. When a sufficient number of boys are collected, the first thing necessary is to examine them. If they should be all entirely ignorant of the alphabet, the teacher has only to divide them into classes of ten or twelve each, putting those together who are nearly of the same age, and selecting the steadiest for the Monitor of the class. Each class then being seated on the ground in a line, let the Monitor, under the Teacher's direction, point to the first letter of the alphabet, repeating its name, and forming it himself together with the class, who may form them on a sand-board, a palmyra leaf, or even on the ground, and thus proceed through the alphabet. This done, it will be an agreeable alternative of posture, for the Monitor to cause them to stand up in a line and repeat in rotation the name of each letter on his pointing it out, the next boy below correcting the failure of any boy in accurate pronunciation, and taking his place as a reward. The class may thus proceed, alternately pronouncing and reading the alphabet and its various combinations, till perfect therein, which object will be secured with a degree of ease scarcely to be obtained in any other way. The class may then proceed to the Spelling Tables, alternately spelling and writing in the same manner, proficiency being constantly rewarded by advancement in the class. They may then proceed to the Arithmetical Tables, and thus go forward according to the order prescribed in the School.

In going through these tables some boys will be found far more ready than others; these can be selected to form a superior class; and successively the best of these to form a class still higher; while

those more dull or idle than their fellows, may fall into a class below them, formed perhaps of new comers. In this manner a school can be organized even in its beginning with very little difficulty; and after a school is established, the constant accession of new pupils naturally furnishes materials for new classes. The classes being thus formed, a suitable Monitor placed at the head of each, (who can easily be found when a school is once brought into action,) and exercises provided for each class as it advances in proficiency, little remains for the Teacher to do. He has only to oversee each class, change their lessons, register each day's work, receive new pupils, and notice absentees, and the school will advance of itself, each monitor carrying forward his class, and instructing himself at the same time: thus eight, ten or twelve classes of a dozen boys each, may be superintended by one Teacher with perfect ease.

It will however be obvious, that although the conducting of a school thus, is perfectly easy to a Teacher initiated into the plan, one quite unacquainted with it, to say the least would find it exceedingly difficult and irksome. If this plan be encouraged, however, teachers will soon rise up in abundance from among the Monitors, who having the whole of what is to be taught nearly laid up in memory, will enter on the work with superior qualifications. The Normal School at Serampore, containing above sixty pupils, and five or six teachers in a state of training, is under the care of a Monitor trained up therein, a youth of about seventeen, who was preferred to the old master on account of his superior skill and ability.

Superintendance.

We now come to that which must impart energy and effect to the whole of the plan, constant and vigilant Superintendance. Without this, little can be depended on: whatever may be the merit of any

plan, it is only by vigilant and constant superintendance that it can be rendered efficient. But although superintendance can by no means be dispensed with, much may be done towards simplifying it, and rendering the labor of it comparatively easy. The ideas in the compendiums already mentioned, as they have nothing in them of a local nature, may suffice for the schools of a whole country; and if conveyed in language sufficiently perspicuous, they will require little or no comment either from the teachers or the superintendants. The business of the pupils then being confined to the acquisition of reading and writing from the tables given, and the writing of these ideas from dictation, the whole of the work of superintendance is reduced to the knowledge of these two facts; Has there been in any school a given number of pupils present? and have they written from dictation certain tables, or portions of a compendium? Now the latter fact ascertained, implies the existence of the former; for if pupils have written such and such tables, &c. they must have been present at school, and must have applied to business sufficiently to acquire the requisite elementary knowledge to enable them thus to write from dictation. The object of superintendance being thus before us, we can the more easily ascertain the means by which it may be simplified. One great means of effecting this will be, the classing and numbering of the various tables and compendiums; thus, No. 1. The Elementary Tables.—2. The Orthographical Tables.—3. The Grammatical ditto.—4. The Arithmetical ditto.—5. The Vocabulary.—6. The Astronomical Compendium.—7. The Geographical Compendium.—8. The Philosophical Compendium.—9. The Historical and Chronological ditto, and 10. The Compendium of Ethics and Morals.*

* Should it be objected, that these books are too many to be carefully read and written by a boy at school, it should be recollected that many of these boys, will, in the first instance, be youths whose minds require something to feed upon; and that it will always be an advantage to have too full rather than too

This being done, each table in its class can also be numbered; as, the 1st Elementary table, the 3d Orthographical table, the 7th Arithmetical table, &c. and, in the various compendiums, the lessons can be numbered in the same manner. If the superintendant of any number of schools, were then to keep a list of the boys in each school, in a book divided into twelve columns answering to the twelve months of the year, and from the reports he receives, to enter on the first of each month, the table which each boy or class of boys may be reading, he would have only to take this book with him on visiting the school, and by examining each class in the table mentioned, he would with little trouble ascertain the validity of the report made him, and of course the real state of the school.

But with the higher classes another means may be resorted to, which will ascertain their progress with still greater ease. As soon as a boy has gone through the Alphabetical and Orthographical tables, he can write from dictation. It then becomes a question upon what material he shall write; and several circumstances render *paper* preferable. Were books made of a size to contain what could be written from dictation in the course of a month, at the rate of half a page or even a page of the compendiums every day, these books thus written, and daily examined by the monitors and the teacher, could be sent to the superintendant at the end of the month, who by examining them, (of which he certainly ought to be capable, whether in Bengalee or Hindee,) might have before him the exact state of the school from month to month; and from the corrections in the orthography, &c. he could judge of the di-

too scanty a choice of books. For want of such a supply of mental food, indeed, the minds of Hindoo youths, though quick and active in a high degree, soon sink into that stagnation of thought which in some instances wears the appearance of complete mental imbecility.

ligence of the monitors and the teacher, as well as of the progress of each pupil.

But this might be improved to another purpose, possibly still more valuable. These books, particularly when neatly written, might be returned to the boys as presents with the Superintendant's signature by way of approbation, who would of course gladly take them home to their parents, and probably read them to their neighbours, particularly if the ideas contained in them were such as had struck their own minds. Thus some of the most important facts in history and natural science, might be circulated monthly in every village around, without the least effort, or giving the least umbrage to any one. These manuscripts might further, in some instances, be preserved for many years, as boys in England carefully preserve their cyphering books, and as in this country a chapter of the Mahabharut, though often written in the most wretched manner, is preserved from father to son. The slow but certain effect of this in enlightening any country, must be cheering to every benevolent and enlarged mind. By methods like these then, the work of superintendance might be so simplified as to prevent the expense of it from overloading the plan, and causing it to sink with its own weight.

Expense of these Schools.

The expense of Schools divides itself into two parts, that of the schools themselves, and that of superintendance. It may be best to consider the former first.

The expense of the Schools in addition to the salary of the teacher, and gratuities to the monitor, includes the expense of a school-room, and that of materials for writing, beside the out-fit of each school. In the *out-fit*, on this plan, the expense of the tables will

be the largest: sixty single, or thirty double tables; i. e. those with a leaf pasted on each side, (by far the most economical way,) will amount to about fifteen rupees, and a case for preserving them to about five. In addition to this will be two or three sand-boards at about a rupee each, and about thirty slates, or rather half slates, which if had from Europe in the most reasonable manner, will amount to about four annas each. The whole of the out-fit therefore, will amount to about thirty rupees. These tables however, in addition to the advantage of their being an *open* book inviting the attention, supply the place of many books, and last much longer, as the leaf on the boards when soiled by use can be replaced at a very small expense. Thus the expense of setting up twenty schools would be about 600 rupees, and thus in proportion for any larger number. The other expenses of the school are monthly, not excepting,

The *School-house*. Several circumstances render it better to rent a house in a village or town, if one can be procured at a reasonable rent, than to build one; it lessens the expense of the out-fit, which becomes serious when extended to a great number of schools. If the rent given too should be pretty high, it will interest the landlord in the continuance of the school, which circumstance, though trifling, is not wholly unworthy of notice. A Rupee eight Annas will be the general rent of a house; and when the ground-rent and the perishable nature of the materials are considered, it would be little cheaper to erect one.

The expense of *Materials* for writing is connected with that of the out-fit, the tables saving the monthly expense of books, and the slates and sand-boards, that of pens, ink, and leaves to write on. Till the proficiency of the boys therefore, enables them to write from dictation upon paper books, in the manner already describ-

ed, this article of expense will be very small. The expense of these books may easily be calculated. The size might be octavo, and paper sufficiently good could be procured at five quires for the rupee: six books of 64 pages each, could be made from one quire, which would give about thirty for a Rupee; and there would seldom be more than thirty boys at one time in a school capable of writing thus on paper. About a Rupee eight Annas, therefore, would in general cover the expense of materials for writing.

We now come to the *Teacher's* Wages, which should be proportioned to the number of pupils he has. His wages for *forty* however, should seldom be less than five Rupees monthly, nor should the addition be much less than a rupee for every twelve. In many villages it will be difficult to obtain a number much exceeding forty, and for less than five Rupees monthly, a sensible intelligent man, acquainted with reading and writing, can seldom be obtained. Nor would a man who has the care of a hundred boys, be unworthy of ten rupees monthly, should he discharge his duty with diligence and faithfulness.—The gratuity to Monitors should not be great. Few schools would require more than four, and a rupee divided among that number, or even among five or six, would be quite enough to fill them with encouragement. The monthly expense of a school of 70 boys on this plan would therefore be,

	Rs.	*as.*
Teacher 7*rs.* 8*as.* Monitors 1*r.* - - - - - - -	8	8
School-room rent 1*r.* 8*as.* Books, &c. 1*r.* 8*as.* - -	3	0
Total,	11	8

The expense of Superintendance, should by no means exceed half that of the School, and this in general will be found quite sufficient, even if we include the means of travelling. The expense then

of fifty schools containing seventy boys each would on this plan be as follows: Monthly Expense of the fifty schools, including Teachers, Monitors, Tables, &c. at 11*rs.* 8*as.* each, 575 Rupees; Superintendance, say at 5*rs.* each school, 250 Rupees; Total, 825 Rupees. Thus Fifty schools, of seventy boys each, could be supported for little more than eight hundred rupees monthly.

With the superintendance simplified in the manner already laid down, however, it would be easy to manage it on a much more economical plan; both faithful and active superintendants might be hereafter found among the youths educated by the Benevolent Institution; and valuable assistants might probably be trained up from among the natives who have embraced Christianity, who might take so great a share of the work, as, on the plan within laid down, to render a monthly visit from a European, quite sufficient for all the purposes of superintendance; this would gradually lessen the expense. The Monitors also in a few years will furnish a sufficient number of excellent teachers, and some among them might make faithful assistants in the superintendance. Thus, as the plan is encouraged, the expense will gradually diminish rather than increase. But if it should remain at the sum already mentioned, the expense of educating each Hindoo youth will scarcely amount to *three rupees* annually, as will appear from the following statement: The *annual* expense of Fifty schools at 825 Rupees monthly is 9,900 Rupees; and the number of boys in Fifty schools containing 70 children each, will be 3500; which number, at three Rupees each, will give 10,500 Rupees. Thus if the out-fit be supposed to be renewed once in three years, still the expense of educating each Hindoo youth, including school-room, books and tables, teacher, monitors, and superintendance, will, on this plan, come within Three Rupees annually. The sum therefore expended in the time requisite to carry a youth through all the Tables and Compendiums

mentioned, even though he were to write every line of them from dictation, a little above three years, would not exceed Ten Rupees; and whoever reflects on the value of these ideas in the mind of a Hindoo youth, ideas which from the beginning of the world have scarcely cheered the mind of a single native remaining in India, and considers the number of relatives, neighbours, and friends to which he may possibly communicate ideas so much calculated to delight and expand the mind, will be ready to think, that he cannot easily find a more profitable way of applying so small a sum.

SECTION IV.

Account of what has been done towards realizing this plan; with the Outline of an Institution for Native Schools.

THE kind of knowledge desirable to be communicated, being in some degree ascertained, and the plan sketched which would probably render its communication effectual, we now beg leave to mention the steps which have been taken towards carrying it into effect, to state the reception it has experienced from the natives, and what remains to be done in order to render it more extensively useful.

We will not deny that our attention has been directed to this object for many years. As our minds, from the time of our arrival in the country, have been wholly turned to the mental and moral improvement of the inhabitants of India, their wretched state relative to education, the foundation of all happiness in future life, could not long escape observation. The propriety therefore of turning the attention closely to this object, very early struck our minds, and we from time to time endeavoured to encourage schools on the plan of the natives themselves, to as great an extent as we found ourselves able.

We soon discovered, however, that unless some improvement could be introduced into these schools, little would in reality be effected. The great deficiency appeared to be, the want of ideas among them, or rather the total absence of knowledge on every subject; and this deficiency we saw no means of immediately supplying. To employ native Christians as school-masters, could they have been procured in sufficient number, would have been an exceedingly partial remedy; for, even setting aside the objection that would

have been made to them in many places on a religious account, men who had so recently emerged from the darkness of Hindooism, though acquainted in some degree with the Sacred Scriptures, could not be supposed to possess that knowledge of geography, history, chronology, &c. which it is so desirable to impart to the natives.

As early as the year 1807 the plan suggested by Dr. Bell and improved by Lancaster, had attracted our notice; and the advantages arising from its leading features, particularly that of conveying ideas through writing from dictation, had forcibly struck our minds. It appeared evident, not only that an accurate knowledge of orthography and arithmetic could be thus communicated, but that other ideas could be conveyed in the same way to any extent the pupil's stay at school permitted. There appeared however a class of children growing up in ignorance in the country, who had if possible a still stronger claim to compassion than even the natives. These were those Christian children, who, through the poverty of their parents and the circumstances of the country, were completely debarred from all instruction; and who were far too numerous, as well as too low in life, to be admitted with propriety into any of the excellent institutions for boarding and education, with which Calcutta and its neighbourhood are favoured. To them this system, as exhibited in the English language, seemed peculiarly suited, if it could be so adapted to their circumstances as to afford them daily instruction without interfering with their humble sphere of life. This gave rise to the Benevolent Institution, which has been so generously patronized by the public at large.

The effects of the plan in this institution, in taking away all the langour and tedium of a school, and alluring children, scarcely under the shadow of parental authority, to attend school cheerfully from day to day, and from month to month; together with the

ease with which it enabled one master to superintend double the number for which a master and two assistants were formerly judged necessary, convinced us that nothing was necessary in adapting it to schools for the natives, but the selection of proper ideas for communication, and the organizing of a plan, which, by vigilant superintendance, should secure the communication of these ideas independently of ability in the master for conveying them, and indeed render it scarcely necessary for him even previously to possess them. How far this is likely to be effected by the various Tables and Compendiums mentioned and the plan already detailed, must be left to the judgement of the public: We now proceed to mention what advances have been made towards realizing this plan.

Agreeably to the ideas already mentioned, a fair and large fount of types has been cut in the Bengalee character, which includes all its various combinations. With these we have printed the whole of the Alphabet and its combinations, in Three Tables. Nearly a thousand words have also been selected and accurately written, according to their derivation from the Sungskrit language, by way of forming Spelling Tables. These are divided according to the number of syllables they contain, beginning with words of one syllable, and ending with those of five. These printed in the same fair and large type, form Seven Tables.

In addition to these, a set of Arithmetical Tables have been constructed and translated into Bengalee. These contain questions in all the fundamental rules of Arithmetic, with directions for solving them; as well as all the Weights and Measures, and modes of reckoning in use among the natives, from the Cowry to the Rupee. The whole extends to twenty-four Tables, printed on the same large and fair type.

To furnish matter for reading till the various compendiums can be prepared, a miscellaneous selection of facts relative to the solar system, geography, history, &c. including some of the most common phenomena of nature, has been prepared and translated into Bengalee. This selection has been printed in an octavo form for the use of the Monitors, as it would otherwise have swelled the Tables to far too great a number. It was intended partly as an experiment to ascertain how this kind of knowledge would be received by the natives; and the event has much exceeded our expectation. Certain Tables have also been compiled wholly in the words of Scripture, giving a brief idea of the creation of man, the introduction and nature of moral evil, the redemption of mankind, a future judgment, &c. which are termed (*Neeti* or) Moral Tables, and which will be ultimately merged into the Compendium of Ethics.

The compendium relative to the solar system, we have drawn up in English, and are collecting materials for all the rest. As they, however, require to be done with the utmost care, so as to give a proportionate and perspicuous, as well as concise view of the subjects they embrace, they will require some time for their completion; and as the Vocabulary must include all the words used in these compendiums, it will of course be the last in execution. But it is our full intention, if life and health be granted, to persevere till the whole be completed.

After preparing these preliminary tables we proceeded to establish a Normal School, in which *Teachers* might be trained up under our own eye, as well as pupils received from the various Hindoo families in Serampore. This school was at first placed under the care of a brahman who had long been a school master in Serampore; but the first Monitor, a lad of about seventeen, soon made so great a

proficiency, that he in reality conducted the school, and in a short time we committed it wholly to his care as a reward for his exertions. In this school the various masters who have the care of the schools around us, have been initiated into the plan.

The readiness with which these schools have been welcomed, and the eagerness with which they have been sought since the plan has been disclosed, exceed any thing we had previously expected. In a little time the inhabitants of Nabob-gunj, a village about four miles distant, requested a school of this kind, and sent a suitable man to be instructed in the plan. Their request was granted, and there is now there a flourishing school of more than eighty boys. Village after village followed their example, sending persons to reside at Serampore, and attend the normal school that they might acquire a knowledge of the plan, so that in a few months there are no less than nineteen set up within a few miles of Serampore, all at the earnest request of the inhabitants. In some instances, houses, and in one or two, even family temples, have been offered with the utmost readiness, by respectable natives in the various towns and villages which have requested them; and in others school houses have been begun by the inhabitants themselves, under the expectation of a school being granted them. The children who compose the school too, are in many instances the sons of the most respectable inhabitants; we have numbered ten young brahmans at a time in the school at Serampore; and at *Chatrah*, a village about a mile distant, the children of a still greater number of brahmans attend, some of whom are rich, so that they attend evidently from the preference they give to the system.

In only one instance has any thing like prejudice appeared: at one village the inhabitants, disliking the sand-boards and the rest of the new apparatus, raised a demur which stopped the operations of

the school for several days. The manner in which this dissatisfaction was removed, plainly shews however, that, in what relates to their real good, Hindoos are far more open to conviction than many imagine. A brahman, a sensible man, and a good Sungskrit pundit, whom we employ occasionally to visit the schools near us, going at our request to examine the cause of this dissatisfaction, desired one of the most prejudiced opponents of the plan, to write his own name. On doing this the pundit shewed him two mistakes in the orthography. Then calling one of the boys in the school, he desired him to write the same name. This he did readily without any mistake. This slight incident so completely disarmed prejudice, that the inhabitants intreated him to continue the school; and not a murmur has since been heard.

Of the alacrity and pleasure with which the youth receive the instruction given them, it is not easy to speak too highly. Authors in writing on India, have frequently mentioned the ripeness of parts which is evident in Hindoo youths, and not without reason. There is perhaps scarcely a more interesting object, than a sensible Hindoo boy. Possessing all that precociousness of mind which arises from the accelerating operations of nature on the young in India, without that duplicity which is so common in riper years, and scarcely as yet affected by their wretched system of religion, they are often lively, ingenuous, and amiable in a peculiar degree, and in quickness of perception, and activity, yield to scarcely any nation on earth. In one instance thirty or forty boys came from a distance of nearly five miles, with several aged inhabitants of the village, to request that we would set up a school in their village, and with that view instruct in the plan, a man of the village whom they had brought as a Teacher; and in several instances they have committed the tables to memory while writing them from dictation, and at the school at Nabob-gunj they

have in these few months actually gone through the whole of the tables which we have ready. It may be said indeed that if there be any one who seems to merit compassion and instruction, it is an ingenuous Hindoo youth, thirsting for knowledge.

It is our wish, as long as Providence shall enable us, to support as many Schools from the proceeds of our own labor, as shall thus instruct a Thousand youths and children; which we suppose will be done at the annual expense of about three thousand Rupees, or of 250 Rupees monthly. The earnestness with which these schools have been requested however, has already compelled us to set up twenty-seven, which contain pupils very far exceeding that number; and we have now no less than twelve applications from towns and villages, within twenty miles of us, intreating that they also may have schools granted them on this plan.

Feeling it impossible, therefore, to meet all these from our own funds, without diverting them from other objects to which they have been long devoted, we now humbly submit the plan with all these circumstances, to the consideration of gentlemen who feel interested in the happiness of the natives around them; and under the name of,

"*An* INSTITUTION *for* NATIVE SCHOOLS,"

We wish to include all these Schools, and give a report of their state year by year, particularizing the number of scholars in each, and pointing out, when practicable, how many of each cast are included; together with a list of the Subscriptions, and the state of the Funds from year to year.

It is by no means our desire by this step to throw the burden of these schools off from ourselves; on the contrary, our aim is merely that of assisting any gentleman who may wish thus to extend to our

Indian fellow subjects the benefits of knowledge and civilization, so as to enable him to do the greatest degree of good at the least possible expense. With this view it is our intention, in addition to the support actually given to these schools, to render the management of them free of all charge, the Secretaryship not excepted, (which in this case will involve a greater degree of care and labor than is found in many public offices;) so that no expense may fall on the public beside that of the schools, and the superintendance, with the journies connected therewith.

Indeed the superintendance itself we hope by degrees to conduct on such principles as shall reduce it to as low an expense as possible. For this we possess some advantages which, in case the public be pleased to encourage the plan, may be the means of extending its benefits at a very moderate expense. The manner in which we have been obliged to study the plan, has enabled us to train up others therein; and we have a number of upright young men, closely connected with us, on whom we can depend relative to any degree of trust we repose in them. In the Benevolent Institution also, there are occasionally youths of intelligent minds, whose diligence, united with their frugal habits and their being accustomed to the climate, may enable them, under vigilant and steady direction, to become highly useful in visiting and superintending native schools, at a very moderate salary. From all these circumstances, we trust we are warranted in assuring the public, that every rupee which may be devoted to the support of Native Schools, will be applied to its object in the most economical manner, as well as accounted for with fidelity in the Annual Report of their state.

It may be proper to mention, that although this Institution is under the management of those who conduct the Benevolent In-

stitution for the instruction of Indigent Christian children, the two institutions are perfectly distinct; and that not a rupee subscribed to the support of the Benevolent Institution, will at any time he applied to that for Native Schools, unless by the express direction of the Subscribers.

W. CAREY,
Serampore, *Nov.* 20, 1816. J. MARSHMAN,
W. WARD.

P. S. As there may be gentlemen in the interior of the country who would be pleased with having a school on this plan under their own superintendance, any gentleman who may subscribe fifty Rupees annually to the Institution, shall, on requesting it, have a set of the Tables sent him free of all expense beside that of carriage;—and any gentleman who may honor it with an annual subscription to the amount of a hundred and fifty Rupees, the average expense of a school of fifty boys, will have the option of having any school he may mention among those already established, placed under his exclusive patronage, or of having a school established in his own neighbourhood if he will kindly secure its being superintended, and a schoolmaster instructed in the plan and paid monthly from the funds of the Institution.

Though it is not our intention publicly to solicit subscriptions in behalf of Native Schools this year, these Hints being now respectfully submitted to the consideration of the public as an Outline of the Plan, we are sensible that the expense of the schools already erected will far exceed the sum we feel able to devote to their support, and that it will be scarcely possible in every instance to resist the pressing solicitations for new schools: should any gentleman therefore be pleased generously to send any

sum towards meeting the expense of the schools this year, such donation will be most thankfully received either by us at Serampore, or by Messrs. Alexander and Co. at Calcutta, and publicly acknowledged in the Report which will be published relative to the state of the Schools.

THE

FIRST REPORT

OF THE

INSTITUTION FOR THE ENCOURAGEMENT

OF

NATIVE SCHOOLS

IN INDIA:

WITH

A LIST OF SUBSCRIBERS AND BENEFACTORS.

SERAMPORE:

PRINTED AT THE MISSION PRESS

1817.

FIRST REPORT, &c.

ABOUT ten months ago we submitted to the public, a few brief Hints relative to Native Schools, in a small tract bearing that title; in which, after pointing out the necessity for establishing Schools throughout the country, with the kind of knowledge proper to be communicated, and briefly sketching a plan for establishing and superintending Schools of this kind, we intimated our intention to attempt realizing this plan to as great an extent as means and opportunity would permit. The result of this attempt, as far as ten months' trial warrants the application of the term, we now beg leave to submit to the public.

In endeavouring to realize the plan we were sensible that many difficulties were to be met, and many obstacles to be surmounted. To the natives, the parties most interested, and whose cordial concurrence was essentially necessary, the plan was entirely new; and their prejudices against any thing which appears to deviate from the ancient and beaten track, are too well known to need mentioning. But in this case prejudice might find powerful auxiliaries in the dislike with which the introduction of new ideas would be viewed by those who set no value on improvement, and the suspicion with which the most sincere professions of concern for their welfare would be regarded from foreigners, by those who, themselves little accustomed to feelings of this nature, would find it difficult to account for others interesting themselves so deeply in the happiness of their fellow men. This rendered the most prudent care necessary in the developement of a plan, which, from its

confining itself to the Bengalee language, held out no allurement as a bait to cupidity; but merely professed to inform and improve the minds of the rising generation, and add to their present scanty stock of general knowledge.

Notwithstanding all these circumstances, the reception which the plan has met with, has been such as greatly to exceed our previous expectations. On its being known that it was in contemplation thus to communicate instruction, town after town, and village after village in the neighbourhood around, requested that schools might be established among them, till, in this short space of time, the whole number of schools opened on this plan amounts to little less than a Hundred.

That such a cordial concurrence in the plan on the part of the natives, was absolutely necessary to success, will be evident to all who reflect, that could they in any instance have been so swayed by persuasion as to send their children to be thus instructed for a day, or a week; it would have been impossible for persons wholly unconnected with Government, and destitute of every kind of authority, to have prevailed on them to continue their children from month to month at school, unless they had really approved the plan. It is natural that parents, who had thus committed their offspring to the care of foreigners, should ask the opinion of their neighbours respecting this step. These neighbours moreover would in many instances be brahmans, and in some cases men of real information. Every thing therefore, that had the slightest appearance of inveigling a simple unsuspecting parent thus to send his children to school, must, in a very few months, have been discovered, to the complete disappointment of the hopes of those who had thus attempted to avail themselves of temporary deception. The continuance and monthly increase of these Schools, therefore, must form a testimony alike satisfactory to those who have conducted the plan, and honorable to the parents who have so candidly interpreted their intentions.

So fully convinced were we, indeed, of the necessity of obtaining the concurrence of the learned and respectable among the natives, that wherever it appeared convenient we previously submitted the Tables, &c. to the examination of the most learned men of the place where a school was requested. This was particularly the case at Bali, a village about six miles N. W. of Calcutta, which is said to contain no less than five hundred houshold* of the brahman caste. To the most respectable among these, we submitted our various lessons, &c. who after due examination, declared, that they could see nothing in them the learning of which would injure the rising generation. The consequence of this was, that the school opened was in a little time completely filled, and this circumstance at Bali gave a sanction to the plan, which in its effects extended itself to many villages around. Indeed after a few examinations of this kind, the wish for schools became so strong, as to leave nothing farther to be desired on that head. The principal inhabitants of many villages and places around consulted with each other, ascertained how many children would be able to attend school, and selected a proper person to be instructed in the plan, without our knowing any thing of their design, till a deputation of the inhabitants applied personally to us, expressing their wish for a school, and presenting to us the man they had selected as a Schoolmaster, attended in some instances by a number of the children who were anxious for instruction. In one instance of this kind a circumstance occurred, rather curious, but strongly characteristic of the diversity of opinion which pervades the whole country. From a village about twelve miles from Serampore, a deputation of respectable natives arrived, requested a school, and presented to us for instruction a man accompanied by several of his intended scholars. We cheerfully granted their request, and accordingly placed the man in the normal school, to be instructed in the plan. The next day a still more numerous

* Bali contains fourteen *Choubarics*, or schools for Sungskrit literature. The Almanack annually compiled by the pundits there, has, for generations, been in equal repute with that of the pundits at Nuddea.

deputation appeared from the same village, with another man accompanied by a greater number of children, who expressed their wish to be placed under this man's care. In these circumstances, as the other was already admitted, we told them that we would place both the men under instruction, and after two months' trial, would select the one who should appear to have made the greatest proficiency. This gave apparent satisfaction to all parties. When the two had finished their term of probation, as both appeared capable men, we stationed one of them in his own village, and placed the other over a school in another village about two miles distant.

It was to be expected, indeed, that when the new plan of teaching should be fully developed, there would appear something like opposition. Still, except in one solitary instance, nothing like effectual opposition has been experienced. At Areeadow, after the school had been opened about a month, the inhabitants insisted that the old *mumpsimus* should be retained, and that the children should be instructed after the manner prescribed by *Shoobhunkur;* a kayusta, who about a hundred years ago drew up, in Bengalee rhyme, a few rules respecting arithmetic and the modes of address to be used in writing letters. As this would have frustrated completely the design of the Institution, no hesitation was made about giving up the school in question. It was afterwards found that a rich native was averse to the school, whose influence extended throughout the village. This however, is the only instance wherein opposition has so far prevailed as to prevent the continuance of a school. Even where a number of reports have been raised, purporting, that the children would be ultimately kidnapped and sent to some foreign land whence they would never return, &c. &c. these reports have only occasioned temporary distresses; while every day's experience of the children's returning from school, safe and sound, has tended to convince the too credulous parent of their fallacy.

In the "Hints" we expressed our opinion in favour of the School-houses being built by the natives themselves, to guard against the sinking of capital in building a number, and to give the natives themselves an interest in the continuance of the school. In this case, however, our hopes have been anticipated by the desire of the natives to obtain schools. In not a few instances, some opulent family have offered the family *Mundeer* or temple for the use of the school, their prejudices not feeling at all shocked at the idea of turning a place devoted to worship, into a school of instruction. In other instances the master has received a trifling advance to be repaid from his monthly wages, in no instance exceeding twelve rupees; with which, and a little assistance from his private friends, and in some cases from the inhabitants themselves, he has erected a room sufficiently commodious. Thus instead of sinking a capital of four or five thousand rupees in opening a hundred schools, which might have been easily done had we commissioned the natives to build school-rooms at our expense, scarcely a thousand rupees have been expended thus in the whole of the circle.

So favourable a reception having been given to these schools, the work of Superintendance became an object of peculiar attention, as every thing depended on its efficiency; while the habits of a great proportion of the masters, combined with the love of gain so characteristic of the native mind, united to render this exceedingly difficult. The importance of the object, however, made it appear worth the labour to study it as a system. The Assistant Secretary therefore, under whose province as General Superintendant it properly fell, devoted himself for some months almost wholly thereto; and a system of superintendance was formed, by which each school was visited at least twice in the week by different persons in succession, who were quite unconnected, and whose different accounts of the number of pupils, &c. compared with and checked by each other, formed also a check on that given by the master at the end of the month, whose pay

these accounts regulated. This method has been steadily pursued, and accompanied with a severe mulct in cases of deception, and in one or two instances of high delinquency with dismission, and we hope that they may ultimately be brought to see that honesty is the best policy. As on Superintendance depends so much of the success of the plan for improving and enlightening the minds of our Indian fellow-subjects, it may not be improper to enter somewhat into detail on this head from year to year, that gentlemen in every part of India may avail themselves of these ideas, should they wish to extend the system by establishing and superintending schools within their own circle: an event exceedingly to be desired, as in this way, the blessings of knowledge may gradually be diffused throughout the whole of India.

It will be obvious that the kind of superintendance already mentioned refers chiefly to the *number* of the children thus instructed; a most important point, as this regulates the pay of the masters, and hence, the due appropriation of the funds. This however would not of itself be sufficient to secure the *progress* of the children, as the number might be accurately known, and well kept up, and yet the children remain nearly stationary in their progress. The plan sketched in the "Hints," however, was soon found to furnish the means for ascertaining and securing the improvement of the youth, even in the highest and most important of those ideas so essential to the enlargement of their minds. It will be evident to the reflecting mind, that nothing is done towards imparting ideas, and little towards improving the children in orthography, till they are able to write from dictation the various epitomes drawn up for their use. It was therefore found desirable to make a discrimination in the schools on this head; and to regulate the master's wages by the proficiency of the children, so as greatly to increase the sum given for those who were brought so far forward as to be able to write upon paper, and to keep it very low for the tuition of the rest.

This measure was attended with the happiest effects: it in a great measure took away from the masters the temptation to swell the schools in point of numbers, as the price given for all incapable of writing from dictation, was now so small as scarcely to repay the labor and care required in a system of deception capable of eluding discovery. I also gave them an interest in their pupils not felt before; their diligence and ability became the master's real gain, as a school of eighty children, who, by their own and the master's diligence, were brought forward so as to write from dictation, were, in a few months, worth more than double the sum to him that they were on entering the school. But above all it brought their progress into a shape fully capable of being ascertained by the means formerly suggested, *the introduction of paper books for writing*, the process of which is nearly as follows:

In the first instance, a number of books are made at Serampore, exactly of a size, and containing such a quantity of paper capable of bearing the ink on both sides, as that two shall be written out in a month in the regular course of school business. This preparatory step being taken, the boys reported by the master capable of writing from dictation on paper, (always full as great a number as are really able,) are examined in the various Elementary Tables, and if they can both read and write them from dictation with sufficient readiness and accuracy, paper books are given them; if not, they remain some time longer at the elementary tables. In these books they have to write every lesson from dictation four times, which in some measure fixes on their minds the ideas conveyed in these various epitomes; and every lesson they thus write, being *numbered* in the printed epitome, they retain this number in writing them from dictation. When these books are finished, they are sent to the general superintendant at Serampore, with the boy's name affixed by whom they have been written. There they are entered in two ways; first an entry is made, that on such a day, such a number of books were received

from the school at ————, which entries, cast up at the end of the month, regulate the master's wages, he being paid for as many pupils writing on paper as there are pairs of those books written out within the month; no boy being suffered to write more than his quantum of two, or if he does, the master being paid for no more. After this, each book thus written is entered against the boy's name in the general register, the entry importing that on such a day of the month, a book was received from such a boy, written, say from No. 19 to No. 13 of the *Dig-dursuna*, from No. 14 to No. 26 of the *Jyotish*, or brief introduction to astronomy; or from No. 11 to No. 29 of the *Jyanidaree Papers* (hereafter described). By means of this entry, the *extent* of a boy's progress for six months or a whole year, can be ascertained at a glance by only turning to his name; and the *reality* of it, with the most perfect ease, on a visit to the school by some European superintendant thoroughly acquainted with the language and conversant with the various epitomes used; as two or three questions on any one of them already written from dictation, will discover the boy's real progress, as well as ascertain his capacity for the comprehension of ideas, and the degree of attention he has given to these various sentences while thus repeatedly writing them.

These books being thus entered, they undergo an examination, for the sake of ascertaining other points essential to the improvement of the children. They are now delivered to a person familiar with every sentence of the various elementary works thus written, who examines them as to writing, orthography, and general correctness. If the book be written carelessly, some pages upside down, &c. it is thrown out altogether, and the master loses the half of the month for that pupil. If the hand-writing be greatly inferior in three or four books successively, the boy is dismissed from the class which writes on paper, and the master loses a pupil in the superior and most profitable class. If the orthography be defective beyond a certain degree, the boy is mark-

ed as a subject for animadversion. If two or three books appear evidently written by the same hand, this furnishes a subject for enquiry when the master comes to receive his wages. But if the book be written in a fair full hand, and pretty correctly as to matter and orthography, the writer is considered as having deserved well; and the book is returned to him with a signature of approbation, to be shewn by him to his parents, relatives, and acquaintance, at his own will. By these methods the progress of the children is ascertained, and the master is stirred up to diligence from the assurance that his efforts will neither be unnoticed nor unrewarded, and thus an efficiency is in some degree imparted to the whole system; while the ideas contained in the various elementary epitomes are in the mean time gaining that entrance to the mind, which their being carefully read and calmly written four times successively, may be naturally expected to give them, as far as conveyed in language clear and perspicuous.

The chief objection to this plan arises from the *expense of the paper*. When it is considered, however, that forty of these books are furnished for the rupee, that no more than two are at any time permitted to be written in a month, and that in the most diligent attendance, chasms will be unavoidably occasioned by illness, or by the various festivals and holidays of the country, respecting which the children are left perfectly at the command of the parents, the number of books written out annually by any individual cannot exceed twenty on the average, the price of which will be only *Eight Annas* yearly. And when the almost invaluable purposes answered by this small expense are fully weighed, we apprehend that scarcely any expense incurred in these schools will be found to turn to a higher account — On this head it is needless to add more at present, particularly as the whole plan is to be regarded as mere matter of experiment. The success however which has attended these first attempts is such as to convince us, that efficient superintendance is far from being so impracticable as we were once ready to imagine.

From the Account of Schools given in the Appendix, the number of the Schools under the care of the Institution will appear to be One Hundred and Three; and the number of children who have actually attended, Six Thousand seven Hundred and three. It is on the average of the actual attendance from month to month that this number is formed, that being the true criterion of a school, as it is possible for a multitude of children to give in their names as pupils, who afterward scarcely ever appear at school. The number on the books of the Institution far exceed Ten Thousand; for in some cases a hundred and fifty have given in their names, where the regular attendance has seldom exceeded eighty; but the number of those who actually attend is obtained from comparing the reports of the different messengers and superintendants who visit the school independently of each other, with the number given by the masters at the end of the month. From these various accounts the number who actually attend has been ascertained with pretty considerable certainty.

But while we thus confine the number to those found at school from day to day, it must be evident, that these are not the only children who reap advantage from the system. Many children possibly come to school three days in the week, who, from being absent on the days that the number is taken, are not reckoned; and if numbered by the master among those who attended during the month, still his account is regulated, or more properly corrected, by those of the different messengers and superintendants, who are ignorant of the number given in by each other. But these children who may attend only three days in the week, are not to be classed with those who derive no benefit from the Institution. Three days occupied in carefully writing from dictation ideas calculated to impress and enlighten the mind, cannot be unimportant to a sensible Hindoo youth; they may on the contrary enable him to bear away ideas which may furnish him with matter for reflection to the end of life. It should also be considered that the absence from school which causes this numerical diminution of those under tuition, is not so confined to *one identi-*

cal fourth of the youth under tuition, as that they are regularly absent, while the others regularly attend without losing a day. Every one acquainted with the native mode of working, knows that the most diligent and steady among them still have their seasons of absence from labour, which even the love of gain cannot make them wholly forego. If therefore nearly seven thousand be found constantly attending school, we may with safety suppose that there are between two and three thousand who occasionally attend, and thus avail themselves of the instruction imparted, in at least an inferior degree.

The obstacles to constant attendance indeed are at all times numerous. In addition to their more general festivals common to the whole country, every marriage and funeral feast, those drains to the substance of the poor and the industrious, is sure to detain from school not only all the sons, and brothers, and cousins of the family; but all who can get a plentiful meal on these to them sacred occasions. To expel on this account, would be foreign to the design of the Institution, and cruel on the part of its Committee of Managers, as it would be inflicting a heavy punishment on a youth for merely following the opinions of his parents;—and any reproof short of expulsion would only tend to embitter the minds of the youth, and lower the authority of the Institution. This waste of time must therefore be left to find its own cure in the more enlagged ideas unobtrusively communicated by the present plan of instruction. In addition to these obstacles, the rainy season presents those of a natural kind which are not easily surmounted. A school which includes the youth of three or four small villages, has in some parts of the rainy season been rendered almost inaccessible, except in small canoes formed by a large cocoa tree hollowed out. These circumstances, in the last months of the rains, injured the attendance of the children in a very considerable degree. This difficulty was greatly augmented by the late mortality, which affected the villages scarcely less than the great towns, and in some instances fell heavy on the children; nine dying in one school in the course of a few days.

The field which these schools occupy is formed chiefly by the towns and villages within thirty miles of Calcutta. At Cutwa and in its neighbourhood, a few have been established under the superintendance of Mr. W. Carey, jun. The desire for schools in these parts indeed is very strong, as may be seen from the manner in which those about Cutwa are filled; but a fear of exceeding our means has constrained us, though with regret, to turn a deaf ear to the intreaties from these quarters. At Dacca too, seven were opened under the superintendance of Mr. O. Leonard in the beginning of the year, but the same reason constrained us ultimately to restrict the number to five*. It is to our own neighbourhood, that our attention has been hitherto chiefly confined; and in the towns and villages around we have found a readiness to receive instruction, which has been gratifying in a high degree.

It will be seen in the statement given in the Appendix, that beside the schools already mentioned, Sixteen have been opened and afterwards discontinued from various causes. One of them failed through the opposition made by the inhabitants to the new mode of teaching, as has been already mentioned. Two more sunk so low through the intestine divisions in the villages, that we did not think it right to continue the expense for so small a number as attended. Two others were discontinued because the children were called forth to the labors of the field; and two at an inconvenient distance were dropped, till our funds would admit of establishing others in the neighbourhood, and thus lessen the expense of visiting these singly. But no less than Nine have been discontinued for the present on account of the incapacity of the masters. The inhabitants of most of these places, however, unwilling to give up the hope of a school, have begged to retain the school furniture till other masters should be instructed in the system of whose capacity there was greater hope. To their request we have in most instances acceded.

* There are also two or three schools opened in the neighbourhood of Moorshedabad, under the superintendance of Mr. J. W. Luckette.

From adverting to the towns and villages in the country we are naturally led to remark, that the schools in the interior are always better attended than those on the banks of the river. This can easily be accounted for by those who consider the real state of things. The instruction afforded being in that language wherein it can become efficient, the language of the country, it presents to view merely an extension of knowledge and ideas, without the allurement formed by those expectations of wealth almost inseparably connected in the native mind with the acquisition of English. In Calcutta therefore, where their own schools are more numerous, and where a knowledge of writing and arithmetic in their own mode is comparatively easy of attainment, a new school in the Bengalee language has little in it of an attractive nature to those unacquainted with the superior instruction it is calculated to afford, particularly when offered them by foreigners, whose motives they may suspect, and whose knowledge they may regard with contempt. From hence it might be expected that Calcutta itself would be much less favorable to schools of this kind, than the large towns and villages situated in the interior of the country. Here the wealthy, the learned, and the respectable exhibiting nothing to view but their own language, a thorough acquaintance with this appears a desirable acquisition, while the prospect of gain from a knowledge of English being more distant, the expectation is far more languid. Add to this, that in the country the means of instruction are afforded in a far less degree than at Calcutta, and therefore appear the more valuable; that the progress made by any youth is quickly known, and any ideas communicated are quickly circulated through a large village, and if at all attractive, their value is more readily appreciated. Hence we have found towns and villages in the country welcome schools with by far the greatest readiness; hence too they have steadily resisted all the reports which have been idly or maliciously circulated to the prejudice of the plan, so that in no one instance has a school been deserted merely through fear.

This earnest desire expressed for schools in the interior of the

few months to put to press a second edition. Should this desire to become acquainted with the ideas taught in the schools of the Institution increase, which is not improbable, it may in some degree effect the work of schools in Calcutta without incurring the expense. It is of little consequence through what medium the natives obtain a knowledge of reading and writing in their own language, if this when attained can be rendered subservient to their advancement in knowledge, and their gradual improvement in private and public virtue.

The pleasure and satisfaction expressed relative to these schools by both parents and children, and the inhabitants in general of the various towns in which they have been established, exceed any thing of the kind we have ever witnessed before. Religious instruction can never be duly appreciated till its design and tendency be fully known; till which period, (which often involves a lapse of years,) it appears with a dubious aspect to the ignorant and suspicious. But happily learning is in the highest degree of repute throughout India, and even one of the "twice born," though regarded with a respect more than human, still doubles his own worth, and the value of every gift presented him, by the addition of learning: and the instruction of youth, which in their highest seminaries of learning is always gratuitous, (learning being above all price,) is esteemed a work of the most meritorious kind. Hence the complacency expressed by our Hindoo neighbours in these schools exceeds every thing we have seen expressed by them on any other occasion, the admission of his child into one of these schools is esteemed by a parent a far greater thing than the gift of a few rupees; and the satisfaction manifested by the children, would delight the heart of any friend of man by whom it could be witnessed. Whoever is recognised by them as connected with these schools, instead of being shunned, as Europeans often are, is instantly approached, and saluted by them with a countenance beaming with delight;—and on a visit, cocoa-nuts, plantains, and

fruits of every kind supposed to be agreeable, are poured forth to welcome the person whom they so much esteem their friend.

Nor is it unpleasant to see the children of brahmans avail themselves of these schools in so great a degree. While the suspicion which an attempt to ascertain minutely the cast, &c. of the children, might have excited in the beginning, has prevented our ascertaining the exact number of each cast and profession who attend school, as we at first intended, and as we may possibly hereafter do with perfect ease, we have reason to believe that the number of brahman children who attend, very far exceeds the proportion they bear to the other inhabitants of India. In some schools nearly one fourth, and in others, if the masters may be credited, full one third, are the children of brahmans. The number of those already invested with the poita we can ascertain; but many of the children of brahmans who attend have not become actually of the "twice born*," and these are not to be distinguished from the rest. To see youths, invested with the sacred thread, thus mingle with their school-mates in their various exercises, and in numerous instances give place without chagrin to their superior merit, when they rise in their respective classes, is highly gratifying. No wish has ever been expressed by them to be formed into a separate class; nor do we recollect a single instance of a brahman youth's having left the school in disgust because classed with soodras. It is pleasing to observe the desire after knowledge thus far equalizing the different casts among the Hindoos; and it naturally carries forward the mind to the period when the chief distinction regarded among them shall be that which flows from superior knowledge and virtue.

In some instances Girls have wished, and have been permitted, to partake of the instruction imparted by the Institution. Under the eye of a teacher in whom peculiar confidence has been

* It is the investiture with the poita which the Hindoos deem equivalent to a second birth. Hence the term *dweeja*, "twice born," so often applied to brahmans in the Hindoo writings.

reposed, some have been admitted, and have gone through their exercises, separated from the boys by a mat partition. More female pupils could have been obtained, had it appeared desirable; but in the infancy of the Institution, it appeared best to depart as little as possible from those ideas which have acquired authority and veneration. Nor indeed, while it is in the highest degree desirable to dispel ignorance from the female mind among the Hindoos, are we certain that a sudden and complete exchange of that reserve and exclusion to which they have been so long habituated, for the boldness they might acquire by mingling with boys, before their minds are duly prepared by imbibing superior principles, would be altogether desirable. We would rather hope, that as the system advances, some plan may be adopted which may communicate to them the blessings of knowledge, without the sacrifice of that modest reserve, which, if not real virtue, is among the Hindoos virtue's best preservative.

It may be expected that something should be said here on the head of Proficiency. The various instances given in the Appendix however, in which a few months have carried the children through all the Elementary Tables, and in some instances to the Jyotish, the Dig-dursun, &c. sufficiently evince their aptitude to learn. It is indeed but justice to the character of the Hindoo youths to say, that *in general there is among them no deficiency of a mental kind;* and that, if they can only be persuaded to resist the temptations in the way of their constant attendance at school, their improvement is certain. In no instance has expulsion been resorted to for dulness and idleness, and the instances have been very few wherein reproof has been merited. In their writing from dictation the epitomes given, many instances have occurred wherein they have actually committed them to memory. In a word it may be said, that, with few exceptions, to the mind of a Hindoo youth knowledge is as grateful as pleasant food to the palate.

It may not be improper to give a brief account of the progress made this year towards completing the system of Elementary works briefly mentioned in the "Hints." The first thing that demanded our attention was the Tables, respecting which, when used in the different schools, a small degree of observation was sufficient to convince us that they were susceptible of much improvement. The following is the order in which they now stand: — First, a double series of the Alphabet is given, one in the natural order, and another classing the letters according to their formation, those which are angular being placed together, and afterward the rest, so as to assist the learner in distinguishing from each other the letters nearly alike in shape. The *Binan* follow, or the Consonants united in succession to the different Vowels. Then the *Pholas*, or the various Compound Consonants so united as to exclude the inherent vowel. All these form four Tables, and with the figures include seven hundred and sixty characters, forming a complete display of their alphabetic system. These are followed by nearly five hundred words of two and three syllables, formed by the vowels and simple consonants to the exclusion of all the compounds; and by two tables of reading lessons. To these succeed about five hundred words more, containing the Pholas or combined consonants arranged according to the number of syllables, from one to five; which are also followed by tables of reading lessons, intended to familiarize these combinations to the pupil. The whole form Sixteen Tables; — and here, the alphabetic system being thus given at large and exemplified both in spelling and reading lessons, it appeared best to terminate the tables in the large type, and to reserve the other spelling lessons for the two two size, to avoid swelling the expense for the teak boards.

2. As the Bengalee, as well as the other languages of India, is derived immediately from the Sungskrit, it appeared desirable to give youth an idea of the manner in which their language is formed. With this view a thousand more of the most common words are given, arranged in Etymological order; the root being given

first, and then the various words in common use formed from it by the different prepositions, and formative terminations. These are so numerous, that about sixty of the most common roots, as *kri*, "doing," *da*, "giving," *ngya*, "knowing," &c originate the whole thousand. This method is as pleasing to a native, as an alphabetic classification of words is to us; and it serves insensibly to convey to youth in general, an idea of the formation of their own language which has hitherto been confined to those acquainted with Sungskrit.

3. To follow these, and form easy lessons for Reading, we have given a selection of such Fables from Æsop as appeared most likely to convey instruction to the minds of Hindoo youth; which are printed in the octavo form rather than in that of the tables, to lessen the expense. Certain Anecdotes from History are added, illustrative of justice, fidelity, probity, and humanity.

4. On Penmanship as a distinct article, there is perhaps less to be said in Bengalee than in most other languages. The printed alphabet has been so recently formed from the written character, that the variations are far less than in those countries where the two characters have been separated for any length of time. The written alphabet indeed has not yet assumed a difference of position; when formed correctly, it is as fully rectangular as the printed character. The indistinctness observable in writing, therefore, arises much more from the carelessness and inaccuracy of the writer, and the corrupt forms of letters introduced, than from any real discrepancy between the printed and the current character; which indistinctness is increased by the omission of the few diacritic points the alphabet possesses, and not seldom by many words being idly written in continuous succession with scarcely any space between them, as well as by an orthography in which scarcely two natives agree. In proportion to their being accustomed to reading and writing, these faults will gradually disappear, as they have in general from English chirography. For the sake of facili-

ting the acquisition of Penmanship, however, we have had a fair transcript of the Alphabet carefully written, and neatly cut in wood, about four times as large as our largest types, that the letters may be seen at a distance; a thing highly convenient when the class of beginners is large, as copies of this alphabet can be easily discerned almost from any part of the school.

5. In Arithmetic much assistance has been found necessary. It was mentioned in the "Hints" that an elementary system of arithmetic on the European plan had been drawn up and translated into Bengalee, including both the simple and compound rules as far as the Rule of Three, and illustrated with proper examples in the denominations of money and measures familiar to the natives. To bring this into general use, however, was the difficulty; as the masters trained up alone in their own, could not be expected to be expert in the European method, to which the two months' instruction in the plan could not be adequate, had their attention been wholly devoted to arithmetic; when it requires a year's application on the part of a sensible English lad to acquaint himself with all the rules simple and compound from Numeration to the Rule of Three. No step appeared better therefore, than to instruct in the European method two or three able men well skilled in Bengalee arithmetic, and send them round to the various schools, that they might instruct the Monitors in the English mode of solving questions in these rules. This method has been adopted with a considerable degree of success.

But in addition to this, it was necessary that the Hindoo youth should be thoroughly instructed in their own accounts, particularly in those which are included in the "Jumeedaree Papers." These papers, formed from time immemorial on the state of a country wherein nearly every man either lets out or rents a certain portion of ground, contain a multitude of forms by which land is measured, leased out, or let from year to year. As this land ra-

ries in price according to its quality, the use to which it is applied, and even the various trees which it contains, the most minute account is kept of the quantity which falls under each denomination from year to year, and of the varied rent that each kind ought to pay. This renders these Jumeedaree Papers exceedingly important; while they moreover include all the forms of Conveyancing which they possess, as well as their modes of keeping their accounts respecting land. Aware of this, we have procured an authentic and complete copy of the most approved forms, and digesting them into their various divisions, nine in number, after correcting them as to orthography and grammar, have put them to press for the use of these schools. They occupy scarcely less than two hundred pages; and scarcely any thing of the nature of arithmetic can be more important to them, as they interest all from the humble cottager to the largest land-holder. These therefore, added to the knowledge of the fundamental rules of arithmetic which is communicated to them, qualify them for every kind of business in the country connected with numbers, and raise their knowledge of accounts beyond any thing hitherto known among them. The effect of this in communicating a clearness of idea on matters of general concern, and in enabling them to guard against imposition, must impart to the simple inhabitants of the villages a degree of satisfaction they scarcely enjoyed before; while the innoxiousness of this acquisition is such, that although it may open the way of an ingenious youth to a place of trust and confidence in his own village or neighbourhood, it holds out no temptation to disdain the plough and the homely cot, and sally forth in quest of imaginary wealth. Meanwhile the writing of these papers from dictation is not without its use in other ways: as they are now rendered correct they serve to improve youth in orthography; and as the law of the schools is, that part of the day alone shall be given to writing these, while the other part shall be devoted to writing the various compendiums, they form a happy check on the cupidity of the parents, and the versatility of the pupils, inclined as they are to consider their work as done when they are perfect in the Ele-

mentary Tables, and the rudiments of Arithmetic; and to leave school as accomplished scholars on the least temptation of a lucrative nature. As the writing of these papers from dictation, therefore, occupies a full year, this affords time for them to become pretty fully acquainted with the various compendiums they in the mean time write out and study.

6. It is well known that the Hindoos are extremely fond of their children's writing Names. Upon this exercise they enter, in their own schools, as soon as they can form the alphabet with its various combinations; and dry as it is, it forms their chief employ the remainder of the time they spend at school. To furnish them with something perfectly consonant with their own ideas, we have drawn up a short compilation under the name of the *Shastru-pudduti*, containing the names of the most eminent Sungskrit writers, and of the works they have written. It begins with the four Vedas collected by Vyasa; the Sam, the Yujoor, the Rik, and the Uthurva Vedas: and then enumerates the Upuvedas, as the Ayoor-veda, on medicine; the Dhunoor-veda, on military science, &c. The six Dursuns or systems of philosophy are then mentioned, and their respective founders, as the Sangkhya, originated by *Kupila;* the Patunjulee, by *Patunjulu*, (both described as atheistic, and excluding the idea of a Creator from the formation of the world;) the Vedanta system, by *Vyasa*; the Nyaya, by *Gouluma*; the Meemangsha, by *Jymini*; and the Vysheshika, by *Kunada*, with the names of the most eminent commentators on these different systems. Then follow the various writers on jurisprudence, beginning with Munoo; a short account of the Pooranus, or the fabulous history of the Hindoos, compiled by Vyasa-deva; the principal writers on Astronomy, beginning with Bhaskura, together with their works; their Medical writers, Charakmoonee and others; their chief Poets, commencing with Valmiki, the author of the Ramayuna; their writers on Rhetoric, Murmatha, Visha-natha, and others; and lastly, their

most eminent Grammarians and Lexicographers, from Panini the father of Sungskrit grammar to Umura-singha the author of the Umura-kosha.

This summary is compressed into a very few pages; and while it gratifies their taste for writing names, it furnishes them with a succinct view of the literature of their own country, and renders familiar to all, facts hitherto known only to the learned among them. The objection that this tends to give them exalted views of their own country, has little in it of real weight. It is correct fact which must form the basis of knowledge; and if India has produced authors eminent in various branches of literature, no good can arise from robbing the nation of its due praise by concealing the fact: but good may arise from this being brought fully before the mass of Hindoo youth. Who can say that a kindred spirit may not arise among them, which, furnished with materials unspeakably superior in the knowledge of the western world and of the Sacred Scriptures, may in some future day illuminate the whole of India with the light of truth?

7. To meet the native taste for copying letters, a number of Letters have been drawn up correct as to orthography and grammar, and suitable in point of style. The first six of these are on common business, but the others are written as from a youth at school to his parents, giving them an account of what he is studying, and pointing out the advantages arising from knowledge. To these letters are prefixed the metrical directions of *Shoobhunkur*, relative to the proper mode of addressing the various ranks and degrees of men:—these have been long current in the country, and finding them on examination to be valuable, we thought we could not do better than correct the orthography, and meet the popular wish by introducing them into the schools.

8. The Dig-dursuna, or General View, (from *dig*, the points of the compass, and *dursuna*, view.) is a Miscellaneous Selection of

Truths and Facts, relative to history and chronology;—to natural objects, as the clouds, the air, water, snow, ice, metals, &c.—to morality, the nature of man, the creation and government of the world, &c. expressed in short sentences, unconnected with each other, each one containing some fact or maxim. These sentences, being thus complete in themselves, are arranged promiscuously with the view of rendering the work the more agreeable. This repository therefore, which can be enlarged to any size deemed convenient, can receive any of those facts which the knowledge now possessed of natural science, &c. has brought fully to light, as well as any ideas on the subject of morality which it may be desirable to convey. It may therefore supply for the present the place of the Compendiums of Ethics, and of Facts relating to Natural Science. Of the ease with which important ideas can be introduced, the following sentences given therein, though not perfectly in succession, may form a specimen.

"The world was created nearly six thousand years ago."

"The highest mountain in the world is not more than five miles above the level of the sea."

"Every drop of water contains multitudes of living insects."

"The sun, moon, and stars, are inanimate; they can neither speak nor understand."

"God has created of one blood all the nations of the earth."

"God has created the bodies and the spirits of men."

"Every human body is formed for a particular human spirit; and every human spirit has its separate and peculiar body."

"It is appointed unto all men once to die, and after that the judgment."

"A little child is capable of thinking, and reflecting, 'Who made me, and why was I made?' but beasts are incapable of thought and reflection."

"There are only three oceans in the whole world, the Indian ocean, the Pacific ocean, and the Atlantic ocean."

To one with whom they have been familiar from his childhood these ideas may appear trivial and unimportant; but they furnish a sensible Hindoo youth with correct ideas on points the most important to the human mind. To those whose whole system of belief and practice is built on the supposition that the earth has existed millions of years;—that mount Soomeroo, the abode of the gods, is thousands of miles in height;— that there are seven dweepas or continents, with as many oceans intervening to part them;—that the Divine Being, and the spirits of men and of beasts, form but one universal spirit;—that souls undergo eight millions of births or transmigrations, if the number be not commuted by works of merit;—the mind's being preoccupied with correct ideas of this nature cannot be unimportant. A slight circumstance which occurred a few months ago, shews also that they are not wholly without their effect. Two or three school-masters, steady men, came to us one day, wishing to know how they should account to their pupils for the length of Rama's life, eleven thousand years, if the world itself had been created only six thousand. They were told in reply, that it would have been easy for us to have said the world was created six *hundred* thousand years ago, instead of six thousand, had we not supposed they would prefer accuracy in every thing laid before them to fancy and fiction. That relative to their chronology we could only say, it had not as yet been examined by the pundits of the surrounding countries; but the account we had given them of the time which had elapsed since the creation, had been examined by the pundits of all the different nations in Europe, who had fixed on this as the most accurate and just; and as such we had laid it

before them, supposing they would prefer certainty to mere conjecture. Whether this reasoning convinced them or not we cannot say; but they appeared to acquiesce in its justness, and since then we have heard nothing from them of the difficulty of reconciling the longevity of Rama with the European account of the creation; nor has there been any kind of interruption in the schools over which they preside.

9. We have completed and printed a concise View of the Solar System, preceded by a short account of such of the principles of attraction and the laws of motion, as the solar system involves. This epitome, after describing the sun, the moon, and the various planets, notices the causes of day and night, of eclipses, and of the tides. It is accompanied with a glossary, explaining in familiar Bengalee every technical term, and every word not in general use. In some of the schools, the whole of this brief epitome has been committed to memory by the elder pupils. Copies of it have also been desired by respectable natives in Calcutta for the use of their children at home.

10. We have at length been able to bring to press an Epitome of Geography, describing the situation, extent, population, and present state of the various countries in the world, beginning with Asia. It is prefaced with an introduction, laying down the principles on which geography is founded, and the technical terms applied to the various parts of the earth with relation to their form, size, &c. As the epitome is intended for Bengal, this country is first described: then follow those countries in Asia which lie N., E., and W. of it. Europe follows Asia; then Africa is described, and lastly America. The longitude, as reckoned from Greenwich, is however retained, for the sake of any who may hereafter consult an English geographical author. In this epitome, while Asia is acknowledged as the birth-place of mankind, and the scene of those transactions most important to the race, an attempt is made to do justice to Europe relative to its

present superiority in the earth;—and to assign Britain her due place among the nations. Care is also taken to point out the comparatively happy or miserable state of the various countries, as governed by equitable laws and enlightened by science, or on the other hand subjected to the mere caprice of their rulers, and involved in ignorance and vice. It is translated into Bengalee, and is now in the press. To render it the more useful, a map of the world has been prepared, with the names of the various countries, &c. in the Bengalee character. We hoped it would have accompanied the epitome; but the difficulty in the execution will render it some months later.

The last work mentioned in the "Hints," as desirable in these schools, a Compendium of General History and Chronology, is begun; but as it will of course exceed in size any of the preceding works, it will be some time before it can be completed. That it will be pretty large must be evident; for the view it should present to the Hindoos of the great events which have taken place since the creation, however brief, should be sufficiently clear to bring every age distinctly before them, and indeed every nation that has distinguished itself on the great theatre of human affairs.

This will be followed by a Vocabulary, which will include all the difficult words used in the various compendiums, alphabetically arranged. As many of these are scientific terms, this will form a considerable addition to the present stock of words in current use. It is indeed only words less common, or words used in a peculiar sense, which need explanation. In a person's vernacular language, far less of explanation is needed than we are ready to imagine. If we recur to our own acquisition of our vernacular tongue, (of the chief words in which there must have been a time when we were ignorant,) we shall probably find, that those of us best acquainted with the language, never consulted a dictionary for five hundred words;—and possibly all the words we ever heard and have explain. do not amount to half that

number. The fact is, that reading brings a person almost insensibly and yet thoroughly acquainted with the words of his own language: by viewing words in their several connections, we obtain a far clearer idea of their force and meaning, than we could obtain by the most laborious application to a dictionary. If we furnish these youth therefore with sufficient of pleasant matter for reading, little assistance will be needed either from a learned teacher, or from a vocabulary, beyond the explanation of uncommon or technical terms. By reading, a youth will acquire a far better idea of common words as they occur to his own reflection, than he could obtain from the operose explanation of the most learned instructor.

The great object at present therefore seems to be, that of conveying ideas, fitted to inform and enlarge the mind, in as little room and as few words as shall be found consistent with perspicuity. That this requires both labour and judgment every one must be aware who has made the attempt: but that it is an object attainable, at least by repeated trials, and a continual regard to improvement, few will deny: and that in the present instance it is worth all the labor it may cost, will be no less clear to those who consider, that the enlightening of India, and indeed of nearly the whole of the east, may be the fortunate fruit under the blessing of a gracious Providence. Nothing can be of greater importance to nations sunk in ignorance than diffusing among them just and correct ideas of themselves, as *creatures* formed in their very nature for immortality, and placed in a state of probation by the wise, impartial, and almighty Author of their being, as *related* to each other in social life, - and as *connected* with the rest of mankind both in point of time and place. And while multitudes of volumes may be profitably written to illustrate this threefold relation, it is possible to condense the facts and truths on which it rests into a very small compass. When, therefore, in addition to the ignorance into which these countries are sunk, we consider the little taste they have at present for reading, and the aversion excited by the sight of a ponderous volume, we shall be convinced

that it is well worth the labour to strip simple facts and truths of every thing extraneous, express them in the most perspicuous terms, and arrange them in the most agreeable manner, if by these means youth can be allured to the reception and study of truths so important to their present and future welfare.

The mode of throwing into short sentences, not burdensome to the memory, things desirable to be remembered, is also congenial with their own ideas. Though conveying ideas in verse is common among the lower classes, still this is the method preferred in their philosophical and grammatical works of highest reputation. Of this the Moogdhubodha furnishes an instance, which employs nearly eleven hundred *sutras* or short maxims, to convey the doctrine of Sungskrit grammar, all of which every child devoted to the study of that language is expected to commit to memory, with their Sungskrit comment or explanation annexed. Half this number of sentences may be made to convey in the current language of the country, nearly every truth and fact both moral and scientific which it is at present desirable to impart to a Hindoo youth; and were he even to commit these to memory, he might, in less than half the time devoted to the Sungskrit grammar, furnish his mind with a treasure of ideas, which duly improved by reflection, might enable him hereafter to illuminate all around him. In the present deficiency of taste for reading therefore, it is not easy to say how ideas could be more easily diffused than by epitomes of this kind, carefully improved from year to year, till rendered complete as to their subjects, and unexceptionable in point of style and arrangement. To these may at any time succeed more enlarged treatises to the highest advantage, and thus the seeds of knowledge and virtue, early sown in the mind, be gradually nourished till they ripen into individual virtue and national happiness; in which important work we hope for the most valuable assistance from our highly esteemed friends in the "Calcutta School Book Society," formed in the course of the present year.

From these circumstances we can easily appreciate the advantages which the youth of India are likely to reap from a steady perseverance in this system of education. On their superior improvement in reading, writing, and arithmetic, it is needless to enlarge:—their having all the compounds in their alphabetic system distinctly expressed, and exemplified both in spelling and reading, must necessarily give them a knowledge of it which they will carry with them through life, and the value of which will be evident to those who consider how much the thorough knowledge of an alphabetic system allures to the study of even a foreign language; their having above ten times the quantity of matter laid before them which they had in their own schools, must necessarily improve them in reading, their perpetually copying a correct and fair exemplar must also render them superior in the article of writing, and their improved knowledge of arithmetic, cannot but give them an immediate superiority in the management of their own account, while it habituates them to at least one species of sound and conclusive reasoning, that built on the doctrine of numbers.

But we frankly acknowledge that, important as these advantages are, they do not form our chief object in thus attempting to introduce the present system of education. These are but the elements of knowledge, they form merely the avenue to that fair temple to which we would fain lead our Heathen youth; and our happy means of accomplishing this object will be furnished by the facility they will thus acquire of *reading the printed character*. The circumstances in which most of the natives stand who have been trained up in their own schools, renders this a work of exceeding great difficulty. As they have previously never seen any thing but manuscript, and that possibly in small quantity as well as ill written, it is not easy to find a man who can read the printed character with any readiness, notwithstanding its superior clearness and regularity; which is not surprizing when we consider, that even to a man of study, the reading of a character which

three or four days' close application might familiarize, is often a remora in the way of improvement from year to year, merely because sufficient resolution cannot be mustered up to devote these very few days to its complete acquisition. If it be thus with Europeans, who to superior vigor of mind unite strong motives for study; how much more must it be so with a native, who has scarcely tasted the sweets of knowledge! But this obstacle must be overcome before knowledge can find its way to the Hindoo mind in any considerable degree. What would Europe have been even now, had it been confined till this day to the perusal of a small portion of ill-written manuscript? When therefore every particle of that information which expands the mind, must come through the printed character, were no superior ideas gained at school, the familiarizing of this medium to them from early youth would form an important step towards improvement; particularly when it is considered, that this acquisition, once made, is scarcely ever lost as long as sight remains.

We cannot but hope however, that, in some instances at least, *superior ideas* will be imbibed by the youth thus instructed. Their having before them correct ideas of the size and figure of the earth—of the solar system—the various nations of the world—of past transactions—of the nature of man, a future state, &c. must leave some traces on the mind; as, however new some of these ideas may seem to them, still, if conveyed in easy language, they cannot be completely unintelligible. And if it be said that the few pages set before them at school are not likely to contain ideas sufficient to imbue the mind, it may be replied that five or six hundred pages, (into less than which all cannot be brought that has been already enumerated,) are not so contemptible a number. And if they were fewer, it should be recollected, that a fact or a truth conveyed in very few words, may be expanded by reflection till it shoot forth in a thousand ramifications. Ideas conveyed in a profusion of words, or accompanied by long explanatory

comments, are not those which have always sunk deepest into our own minds. Certain leading facts, certain important maxims, conveyed perhaps by the voice of a parent, or by some exemplar which gave us just ideas of fair writing, have remained engraven on the mind through all the future vicissitudes of life, and have exerted an influence in forming our characters beyond all the volumes we may have read. Why should we suppose the mind of a Hindoo youth to be formed so differently from our own as to render this impossible? particularly when the novelty of these ideas —the pleasing sensations accompanying their reception—his leisure—and his having so few other ideas to solicit his attention, all combine to fix them in the mind.

Nor is another circumstance unworthy of notice, the effect this system insensibly but really produces, on the *feelings* of the youths thus instructed, and even on those of their parents. It has been already said, that the communication of knowledge is universally approved among the Hindoos, as good in its own nature; and that the instruction of youth is esteemed an act unequivocally beneficent. While the children, therefore, receive with so much pleasure the instruction imparted to them, both parents and children feel an increasing conviction, that there are those who really care for their welfare. The ideas of respect and esteem, if not of gratitude, which are thus excited, are naturally transferred to the nation from whose good will towards them these benefits arise; who are therefore contemplated as taking a cordial interest in their welfare, since they seek their advancement in knowledge. Few things indeed seem more likely to secure the attachment of the people of India, than the establishment of schools among them in a manner completely free and unconstrained; not indeed as the act of Government imperatively demanding obedience, but as an act of kindness emanating from the philanthropy of the nation under whose fostering care they are placed by divine Providence, and extending the benefit to all who

wish it, without being compulsory on any. This effect of the system we have already in some degree witnessed. Comparisons have been made between this mode of conduct and that of their Mahomedan conquerors, who made no attempts to diffuse knowledge among them, but rather laboured in various ways to extinguish what little they already possessed, and this contrast leaves an impression on their minds by no means unfavorable to those whom they thus regard as their real friends; an impression which we trust is gaining strength with every returning year.

On the whole therefore, when we consider the progress now made by the Hindoo youth in the common attainments of reading, writing, orthography, and accounts; the superior ideas they are imbibing relative to things connected with both their duty and their welfare;—their happily familiarizing themselves in the *printed character*, with the medium through which knowledge may hereafter be poured in upon them to any extent; and unite with these the impression which the system of instruction leaves on their minds of the cordial good will borne them by the nation thus seeking their welfare, as well as of its superiority to themselves in knowledge and power, we are ready to hope, that the benefits resulting therefrom will be ultimately found such as to repay all the labor and expense attending their communication.

Nor is it an unimportant circumstance that these benefits are conferred in a way which leaves the natives in their proper sphere of life, and in the enjoyment of their respective callings, without their minds disturbing by the desire of seeking boundless wealth through a knowledge of English. We once feared that a system unattended with any allurement of this kind, and which merely held out an increase of knowledge through the cultivation of their own language, would not be found sufficiently interesting to the natives in general; while we clearly saw, that to unite with it any idea of imparting English, even as the reward of diligence,

would be ruinous to the system by the expense it would entail, and scarcely less so to the minds of those who might nourish this expectation. As the knowledge of English is viewed by the natives in general as the high road to affluence, such of them as by dint of labour might attain even the ability of writing the character with neatness, together with a few English phrases, would, it is true, be able to add few useful ideas thereby to their native stock of knowledge; (for who of them could comprehend a page of any sound English author?) but their minds would be instantly raised above the hammer, the chisel, and the plough; and they would sally forth in hordes in quest of that wealth which possibly one in a thousand among their neighbours might formerly have realized. The injurious effects of this course would soon have been manifest. relative to English copyists, the market would have been overstocked in a tenfold degree, while every year would have increased the number. Nine out of ten therefore, unable to find honest employment, and with *their* knowledge of English incapable of returning to the axe or the plough, must either have dragged out a miserable life in the utmost want and distress, or have added to the general profligacy of manners by having recourse to nefarious methods of obtaining the support nature imperiously demands. Such, it was foreseen, must have been the effect of corrupting the simplicity of the native mind by holding out as an allurement, the idea of their being taught English, or even to write the English character. We determined therefore to steer clear of this rock in the beginning, whatever reception the system might meet;—and the manner in which it has been received, has fully evinced, that nothing beyond a frank and candid disclosure of the object, is wanting to interest the Hindoos in their own improvement.

Perhaps some may be ready to ask, Would it then be injurious to attempt imparting a knowledge of the English language to the natives of India? Would not this be the most effectual way of enlightening their minds, and securing their mental and moral im-

provement? To this we would reply with due diffidence, because we are aware that wise and excellent men have entertained different opinions on this important subject. To us it does not appear perfectly clear, that even the ability of reading every thing contained in the English language, would so infallibly prove a blessing to the native mind in its present imbecile state. Whether the strong meat on which a well educated Briton can feed with delight, or the less innoxious food which his sound judgment can either digest, or throw off without injury, would be equally innoxious to the mind of a Hindoo, we would not venture to say; but we think that to set before them in their own languages a judicious selection of mental food, easy of digestion, and suited to strengthen the understanding and nourish the best affections of the mind, has at least its advantages in their present uninformed state.

But the *impossibility* of conveying to them a knowledge of English available to mental and moral improvement without incurring an insupportable expense, must be obvious to all who duly weigh the subject. Little is done here unless such a knowledge of English be imparted, as shall enable natives to read a valuable author with a degree of ease; for that which cannot be done with ease by a Hindoo, is certain of not being done to any great extent. But what expenditure of money could impart this knowledge to a thousandth part of the population of Bengal? And if this were imparted to so few, would these propagate their knowledge of the language? Would they converse in English with their neighbours, or even their own families? What classical scholar in Europe converses in Latin with his family and domestics? This knowledge of English thus imparted with so much expense, would be *propagated* only in a very small degree; and the next generation of Indo-English scholars must be formed by the same means and nearly at the same expense; and thus in perpetual succession to the end of time. Of the difficulty of rendering any European language thus familiar to the natives of India, the case of the Portuguese language may convince us. It is more than three hundred

years since the language was introduced into India, and the nation who spoke it possessed a predominating influence over much of India, for a longer period than we have as yet done. Yet at this day, in those places most fully under their influence, how many natives are there to be found capable of deriving moral instruction from a book written in the Portuguese language? Has not the native language so completely prevailed even among themselves, as to render them far less capable of receiving instruction from a work in the Portuguese language than from one in Bengalee?

How ill adapted indeed any foreign language is for conveying ideas which shall raise and renovate a whole country, may be seen from what has actually taken place in Europe. At the dawn of the Reformation the bulk of the inhabitants were sunk almost as low in point of knowledge, as the present inhabitants of India. To what then is Europe indebted for its present state of general knowledge and civilization? To the culture of Latin in every charity school and cottage throughout Europe? It is to be feared, that had not the learned condescended to lay aside Latin altogether as the medium of general instruction, and to employ for this purpose the dialects of the different countries, Europe would not at this time have been in its present improved state. Yet there can be no comparison between the knowledge of Latin then diffused throughout Europe, and that of English now diffused throughout India. Thousands were well acquainted with that language, and divine service was performed therein throughout Christendom. Moreover it formed the basis of the most popular and extensive languages in Europe; whilst with the exception of a few terms almost too mutilated to be recognized, scarcely an English word is to be found in any of the languages of India. Were any language beside the dialects of the country to be chosen as the vehicle for the diffusion of general knowledge, the Sungskrit has the fairest claim, understood as it is in every province, and originating as it does full eight words out of ten in most of the dialects throughout India. Yet to employ even this ancient lan-

guage as the medium of diffusing general instruction, would be still consigning India to ignorance, whatever pains might be taken to secure the cultivation of the language.

But while the attempt to render English the medium of instruction to the numerous millions of India must evidently prove inefficient: it is by no means certain that it would prove equally *unimportant*. Though years of instruction might fail to impart that knowledge of the language which would avail to any purpose of moral improvement, a few months' instruction, yea enough to enable a youth to write the Roman character with neatness, might prove quite sufficient to unsettle the mind from the paternal employ, and to render him completely dissatisfied with his proper occupation. But the happiness of life departs with the relish for the village fare, and its homely joys; and thus thousands might be allured to imaginary affluence, and, with scarcely less certainty, to real misery. For the thickening croud to find employment in the compting-houses or warehouses of Europeans, would be impossible beyond a certain extent; and though absolute want might be less terrible to a Hindoo than to a European, yet the calls of nature must be felt and misery inevitably follow.

But the misery resulting from this attempt to form the natives into Indo-English scholars, would not terminate with them; it would extend to a great part of our Christian population. At the present moment, within a few miles of the Presidency, may be found a body of Christian youth not very far short of two thousand, either supporting themselves by the use of the pen, or in a train of preparation for that employ. The claims which these have on us for this employment are numerous and powerful. They profess the same religion, speak the same language, are the same in habit and mode of life, and are capable of being formed to a high degree of moral excellence. If there be then superior emolument and respectability attached to the use of the pen, why not consign these advantages to them? Why not kindly take them by the hand, pity their involuntary deficiencies, enlarge their minds, watch tenderly

over them, and encourage them in the paths of righteousness and holiness; infusing into them that generous concern for the interests of others which may render them valuable auxiliaries in the work of doing good? For giving them an almost exclusive preference in employment of this kind, both reason and humanity plead. If a Hindoo youth be imparted in his own language, all is well: it will tend to improve his understanding and enlarge his mind, without disturbing him in his paternal occupation by awakening unsatisfiable wishes; what injury is done him?—Is he not placed in better circumstances than his father, by his mind being enlarged, and his powers aroused to greater exertion in his own calling? Contrast this for a moment with the situation of the boys at Calcutta youth just mentioned. Can they, like the natives around, find ease and comfort in recurring to a paternal employ? Will any degree of help bring them near to *paternal* enjoyments? No! If, this withheld, they cannot procure support by the pen, can they recur like the Hindoo to a manual occupation? Do not circumstances render this impossible? and if not impossible, unavailing to their support? Surely these ideas will be allowed their just weight in the minds of the judicious, who will at once see, that if thousands of natives be drawn from their proper employments by the golden expectations inspired through their being able to copy an English letter, there cannot long, as has been already hinted, be employment for all; and in this case the man whose language, dress, and habits assimilate him with his European employer, must be the sufferer; while the native in reality gains nothing by exchanging the peaceful cot, and the social village circle for his new English employ,—but the loss of contentment, and that peculation of mind which arises from the inordinate love of gain.

Under these circumstances, therefore, nothing can be more reasonable, and few things more to be desired, than that every native of India who possesses [illegible] and sufficient leisure, should be encouraged to add the English language to his other acquisitions, and to enrich his mind with all the treasures it contains; this can with

the judicious form no argument for expending the funds originated by benevolence, in a vain attempt to impart a knowledge of this language to the natives in general. To a gentleman of leisure and fortune in England, the knowledge of Greek is doubtless of the highest value as tending to enlarge and elevate his mind; few however would deem this a sufficient reason for attempting to introduce that admirable language into the Sunday and Charity Schools throughout the three kingdoms.

Perhaps some may be ready to ask, If this system of instruction neither renders them Christians nor Britons, what does it effect, since it leaves the natives as completely Hindoo as before? To this we reply by frankly acknowledging, that in our view to make any one a real Christian is not the work of man but of God, who creates us men "anew in Christ Jesus." Nor do we hope to transform the natives of India into Britons. This the very nature of the country, and the blessings so richly poured upon it by divine Providence, wholly forbids. The inhabitants of a country where on the average five or six hours of labor daily will furnish all the necessaries of life, can by no course of instruction, no diffusion of knowledge, acquire that daring hardihood of mind, that persevering exertion, that firmness of soul, possessed by those whom the circumstances of country and situation constrain to devote daily twelve hours of assiduous labor to the attainment of the same object. The calls of nature satisfied with half the bodily exertion, what shall ever prevail on the native of India to undergo the distress of the rest? or enable him to acquire the habits generated by such a course of arduous exertion? A Hindoo therefore must ever remain a Hindoo, inferior to the European by the force of all those habits which his superior exertions have rendered natural to him: a superiority the value of which is not merely twofold, as though numerically restricted to physical force; for whose circumstances embody united energies and call them forth into

ble, that a plan, which has so entirely the welfare of their own countrymen for its object, would, if rightly understood, meet the approbation of the liberal among the natives in Calcutta. A brief statement, explaining its nature and design, was a few months ago drawn up and translated into Bengalee by the Assistant Secretary. This was circulated among those of the greatest respectability, and the [illegible] was such as to afford us the highest encouragement, as will be seen in the pleasing addition of Native Benefactors to the list of subscribers at the end.

Nor is this the only instance of the kind which has come to our knowledge. A letter from a highly esteemed friend at Delhi, received a fortnight or three weeks ago, acquaints us that a number of respectable natives of that city, on being informed of the efforts now made to enlighten the native mind, had expressed their readiness to assist in forming an association for the support of a native school on an extensive scale in that city, as soon as a suitable plan should be furnished.—And within the past month, our minds have been cheered with a report, that the candid and liberal sentiments of the natives of India are capable of the most generous construction for the welfare of their own countrymen. *Juya*-Narayana Ghoshal of Benares, a man of enlightened mind, to whom information of the exertions now making found its way, has, we are given to understand, devoted more than Forty Thousand Rupees to the establishment of a School from which nothing that tends to inform the mind shall be excluded; but in the various [illegible] to be appointed to be taught therein, every compendium of [illegible] and sciences, and every work that conveys information [illegible] admitted without hesitation. The interest of the [illegible] applied to this important object, under the [illegible] of a Committee chosen from among his own countrymen. If such be the effects of the generous care already manifested for the improvement of our Indian fellow-subjects, what may we not expect from that perseverance herein, which shall overcome all prejudice, and commend itself to the minds of all! Should the weighty

among the natives once thoroughly interested [illegible] in the improvement of their countrymen, (and what can be more reasonable?) the object may be viewed as almost certain of accomplishment. Little would be requisite beyond a wise and discreet fanning of the generous flame, could it once be effectually kindled among them.

Encouraged then by the cheering prospect, and by the candid and liberal manner in which these imperfect attempts have been received, the Managers of this Institution feel determined to persevere in their endeavours to render the system of native instruction thoroughly efficient. They are not unacquainted with the difficulties they have to surmount before this can be accomplished—on the contrary they feel conscious that, after every effort has been made, they shall still need the utmost exercise of candor from those who support them. They recollect that in England the system of instruction was not brought to its present degree of perfection in a day, nor without the most strenuous efforts; and they cannot but perceive that the obstacles this country presents are [illegible] than any thing surmounted in Britain. There, those who would instruct and those who need instruction, are of the same race, speak the same language, profess the same religion, have the same habits and ideas here, they whose instruction is sought are of a different nation, and differ wholly in point of religion from those who seek their welfare; while their habits and ideas are as opposite as light and darkness. There, the friends of humanity live in the midst of those whom they wish to serve, can visit a school daily, and at once rectify any deviation from order: here, with the exception of those in the forts and villages on the banks of the river, which form but a small part of the whole country, the labor of visiting schools is more than a European constitution can sustain. There, habits of uprightness and intelligence can be obtained as matters, but here, instruction must be conveyed wholly by the books and the system; for the

masters are at present nearly as destitute of the ideas it is desirable to convey, as the pupils themselves; and if a regard for their own interest overcomes their aversion to any thing new, it does not remove their stupidity, nor prevent their attempting to gratify it in a variety of ways against which it is necessary constantly to guard. These circumstances therefore will have their due weight with the candid and judicious, who will rather sympathize with, than harshly censure, those who have these difficulties to meet. They will not therefore expect in a day, that perfection relative to order and method in these schools, which can only be the result of years' unwearied perseverance.

But a most important, we had almost said the most important point is already gained in the readiness of the children to enter these schools. Every other difficulty is of easy comparative, and requires nothing beyond steady perseverance to overcome or surmount it. The children's *writing* the various copies which will infallibly secure a degree of proficiency, as they cannot write correctly for a fair hand, without previously acquiring the habit so to do; nor copy deliberately and regularly short sentences of important ideas, without some traces of them being left on the mind; and if this be secured, whether they are retained or not while writing them, is a consideration of inferior importance.

That in a school of five or six hundred in England the most exact order is necessary, will be granted, as it is essential to the success of the expense; but in this country in schools of sixty or seventy, though highly desirable, it is not so important, at least as the first object that every thing else should be sacrificed to secure it; if the compendiums be written, without which the main object is not gained, the object of the schools is in a great measure accomplished. Indeed were these various exercises not wholly written out at school, which can however be required, were the youths merely to acquire the ability of reading them readily, and to receive them as a reward on their quitting school, even this would secure the diffusion of the ideas contained in them throughout the country.

Meanwhile it is evident that every returning year will render the work of schools more easy of accomplishment. The natives will become more and more desirous of knowledge, as the instruction of each individual perpetuates the desire to the end of his existence, (their being almost certain of desiring that instruction for their children which he has tasted himself.) And in the Monitors of the various schools, and even in the most sensible and active [illegible], within a few years be found Teachers far [illegible] employed,—teachers who, acquainted with [illegible] of the School, and familiar with every sentence and [illegible] compendiums endeared to them by the recollection [illegible], will scarcely need the inducement which [illegible] a fixed though moderate salary in their [illegible] good [illegible], *with* it, will almost certainly prefer to [illegible] work of imparting to others those ideas [illegible] of so much pleasure to themselves. We [illegible] reasonably hope, that a few years' perseverance will [illegible] difficulties, and plant in this country, so abundantly [illegible] with the bounties of Providence, and so degraded [illegible] ignorance and vice, ideas that can never die, [illegible] indubitable facts and truths immutable in their [illegible].

The Managers beg leave to offer their warmest thanks to those [illegible] around, who, unsolicited, have stepped forward beyond [illegible] expectations, and enabled them, in the very infancy [illegible] Institution, to realize the plan in so great a degree; and [illegible] look forward with humble confidence to future support in [illegible] as long as the funds intrusted to their care shall be [illegible] and prudently applied. They expect, that this year they [illegible] instruction to impart to at least Ten Thousand youths [illegible], and possibly to a greater number, unless they wholly [illegible] the earnest applications continually made to them for [illegible] schools. But they trust they shall be able so to arrange things, that the expense shall not exceed Three Rupees annually for each

ry youth thus instructed, including that of tables, books, and slates, of masters and particular superintendance: and below this they fear it will not be easy to bring the expense of village schools containing from seventy to forty children, which afford so little advantage in point of numbers, though among the most valuable in point of efficiency. In such circumstances indeed instruction of the kind given, has never been imparted in any nation at so small an expense, nor would it be possible to do it even in India, were not the general superintendance wholly gratuitous, and the strictest economy observed throughout every department of the institution. In a field so wide, however, the most economical system, the highest wisdom, and the efficiency imparted to it by the most benevolence, more than overpays the requisite care and labour in superintending the schools under their immediate direction, and in assisting others to extend the system by parental loans, their future efforts will be bounded only by their means.

Nor do they feel discouraged by the vastness of the field before them. They have found by experience that in attempts of this nature a blessing from heaven is often granted beyond all present expectation, and in addition to the efforts of the Government of India, which in liberality are surpassed in no other country, they have reason to hope that Britain will stretch forth the helping hand to India respecting Schools, as she has already done respecting Translations of the Scriptures, to which schools seem almost a necessary appendage; for what can be more natural than to wish that an ability to read the Scriptures may be imparted to those into whose language they are translated? In perusing the proceedings of a meeting held at Glasgow in November last, we observe with peculiar satisfaction that Indian Schools had already attracted their attention, although the plan for conducting them was not fully developed. When therefore it is known with what cheerfulness the natives receive them, and with how much liberality they are supported in India, there can be no doubt that both in the Bri-

tish Isles, and America, our Indian youth will find the warmest advocates, and the efforts of benevolence here, be powerfully seconded by those who so amply enjoy themselves the blessings of knowledge both human and divine. The field indeed is worthy of every exertion which can be made: while in extent it almost equals Europe when formerly enveloped in the grossest darkness, the efficiency of individual exertion is such, that a donation of five, five or six Rupees, may secure the communication of the most valuable blessings, to an individual—to a whole family—to many families, and possibly for generations to come.

Signed by Order of the Managers of the Institution,

J. MARSHMAN,
Secretary.

Serampore,
October 1, 1817.

P. S. From letters the Managers have received, they have reason to believe, that there are gentlemen in various parts of India who would feel great satisfaction in establishing schools in their own neighbourhood. Were two or three gentlemen therefore, in any part of the country, to unite for this purpose, a few schools might be supported and superintended by them with scarcely any trouble or expense. And to assist such local associations with advice,—with any of our tables and books, or in any way we were able, would afford us the greatest pleasure, as few things would tend to diffuse instruction more effectually throughout the whole of India. Were it desired also, we would cheerfully print for them annually, any brief Abstract of Receipts and Disbursements they might wish to circulate in their own neighbourhood. To assist gentlemen in this important object, it is our intention to draw up at our first leisure, a small Manual, detailing the method of organizing and superintending a native school, which shall be cheerfully sent to any gentleman who may request a copy.

*** *Subscriptions and Donations to the Institution will be gratefully received by Messrs. Alexander and Co. Calcutta, or by any of the Managers at Serampore.*

APPENDIX.

State of the various Schools under the superintendence of the Institution, with the Date of their being opened.

VELUBHI POORA. Average 45.

[The School at Serampore, owing to its being at too great a distance from the bulk of the inhabitants, has been removed to Velubhi poora. Another is about to be opened in the centre of Serampore.]

6 have completed the Dig Darshana, the Letters, and the Astronomical Compendium.

7 have completed the Dig Darshana, and are engaged in copying the Letters.

9 have completed the Tables.

The remainder are engaged with the inferior lessons.

OPENED JULY, 1816. NABOB GUNJ. Average 30.

Of these 6 have completed the Dig Darshana and the Letters, and are employed in writing the Astronomical Compendium.

11 have finished the Dig Darshana and the Letters.

1 the Dig Darshana only.

The remainder engaged with the Spelling Lessons.

CHATTRA. Average 80.

School has been closed since the beginning of October for incapacity.

The classes not yet distinctly re-arranged.

AUGUST. RUHIRA. Average 45.

9 have completed the Dig Darshana and the Letters, and are employed on the Astronomical treatise.

8 have finished the Dig Darshana and the Letters.

10 have finished the Dig Darshana.

Remainder employed in the Spelling Lessons.

SEPTEMBER. RAMI KRISHNA POORA. Average 40.

11 employed in the Dig Darshana, the highest advanced to lesson 5e, the lowest to lesson 12.

Remainder occupied in the Spelling Lessons.

SEPTEMBER. KAM-DEVA-POORA. Average 60.

29 engaged in writing the Dig-Darshana, the highest advanced to lesson 47, the lowest to lesson 16.

Remainder occupied in the inferior lessons, and the Elementary Tables.

MAHESHA. Average 70.

4 have completed the Dig Darshana, and begun the Letters.

6 have completed the Dig-Darshana.

[illegible] the Letters alone.

[illegible] writing the Dig Darshana.

Remainder occupied in Spelling Lessons.

OCTOBER. [illegible] POORA. Average 60.

21 have advanced to lesson 27, the Dig Darshana.

5 have written the lower [illegible] Dig Darshana.

Remainder employed on the Spelling Lessons.

CHINAMORA. Average 47.

4 have advanced to lesson [illegible] Darshana.

5 writing the inferior lessons of the Darshana.

Remainder occupied in the Spelling Lessons.

BUKKSHA. Average 50.

8 have completed the Dig Darshana.

4 are employed in writing the Dig Darshana.

Remainder employed on the Spelling Lessons.

NUVIGRAMA. Average 120.

22 have finished the Dig-Darshana, and are employed with the Letters.

11 have nearly completed the Dig-Darshana.

Remainder employed on the Spelling Lessons.

NOVEMBER. SOOKKACHURA. Average 53.

20 have completed the Dig-Darshana, and begun the Letters.

7 employed on the Dig Darshana, the highest at lesson 47, lowest at lesson 23.

Remainder occupied in the Spelling Lessons.

NOVEMBER. KAOOGACHEE. Average 70.

8 have completed the Dig Durshuna, and are engaged with the Letters.

15 in the Dig Durshuna, highest advanced to lesson 47, lowest to lesson 14.

8 engaged with the Letters only.

Remainder employed on Spelling Lessons.

NOLPARA Average 46.

7 have finished the Dig Durshuna, and are engaged with the Letters.

5 engaged with the Dig Durshuna, the highest in lesson 24, lowest at 12.

Remainder occupied with the Spelling Lessons.

DECEMBER. BIGHITTEE. Average 45.

6 have completed the Dig Durshuna, and are engaged with the Letters.

10 writing the Dig Durshuna, highest advanced to lesson 47, lowest to 11.

Remainder on the Spelling Lessons.

KHURUSRAI Average 92.

6 advanced in the Dig Durshuna to lesson 22.

Remainder occupied in the Spelling Lessons.

BALI. Average 94.

24 have completed the Dig Durshuna and the Letters.

23 are writing the Dig-Durshuna, highest at lesson 47, lowest at lesson 11.

Remainder employed on the Spelling Lessons.

Schools opened in the Present Year.

JANUARY. KHURUDU Average 96.

36 have finished the Dig-Durshuna and the Letters.

2 advanced in the Dig-Durshuna to lesson 47.

Remainder occupied in the Spelling Lessons.

FEBRUARY. KONA-NUGURA. Average 65.

12 writing the Dig Durshuna, highest at lesson 20, lowest at lesson 5.

Remainder on the Spelling Lessons.

VEGUM-POORA. Average 37.

5 have completed the Spelling Lessons.

10 advanced in the Spelling Lessons to words of four syllables.

Remainder have begun the Spelling Lessons.

BURA. Average 49.

13 have written the Dig-Durshuna to lesson 10.

6 employed in spelling words of four syllables.

The remainder occupied in the first Elementary Tables.

MARCH. NIHATEE. Average 38.

6 have written the Dig Durshuna to lesson 35.

10 are spelling words of four syllables.

The remainder occupied in the Elementary Tables.

ANUNDA-NUGURA. Average 60.

8 advanced in the Dig Durshuna to lesson 30

12 are in the Spelling Lessons of four syllables.

8 in the Spelling Lessons of three syllables

The remainder employed on the inferior Lessons.

KULACHURA. Average 63.

9 advanced in the Dig Durshuna to lesson 22

10 advanced to the Spelling Lessons of five syllables.

The remainder occupied in the Elementary Tables.

GUNGADHURA-POORA. Average 45.

6 employed in the Spelling Lessons of three syllables.

15 in the Spelling Lessons of two syllables

The rest employed on the Elementary Tables.

AGURA-PARA Average 47.

Master dismissed at the end of September through incapacity.

16 in the Spelling Lessons of two syllables.

The rest employed on the Tables.

MARCH. DOMUJOOREE. Average 52.

13 engaged in Spelling Lessons of three syllables.

The remainder occupied with the Elementary Tables.

APRIL. SHIVA-POORA. Average 68.

7 employed in writing the Letters from dictation.

8 on the Spelling Lessons of five syllables.

20 ditto on those of four syllables.

The remainder occupied in the Elementary Tables.

NATA-GUREE. Average 60.

11 engaged in the Spelling Lessons of three syllables.

7 in those of two syllables.

The rest employed on the first Tables.

GOVINDA-POORA. Average 52.

12 occupied in the Spelling Lessons of four syllables.

5 in those of three syllables

The rest occupied with the first Tables.

SHIAKHALA. Average 90.

16 have completed the Dig-Durshuna and the Letters.

3 employed in the Dig-Durshuna, the highest with lesson 47, the lowest with lesson 30.

The rest employed on the inferior lessons.

HURIPALA. Average 150.

10 occupied with the Lessons of four syllables.

14 with those of three syllables.

32 with those of two syllables

The remainder occupied with the Elementary Tables.

BULURAMA POORA. Average 65.

8 advanced in the Dig Durshuna, the highest writing lesson 22, the lowest 8.

10 employed in the Spelling Lessons of four syllables.

9 in those of three syllables.

The rest on the Elementary Tables.

PANDURA. Average 31.

3 have completed the Dig-Durshuna and the Letters.

9 are engaged with the Dig-Durshuna; highest at lesson 47, lowest at lesson 22.

The rest on the inferior Lessons.

MAY.

NUSIBA POORA. Average 60.

6 advanced to the Spelling Lessons of three syllables.
8 to those of two syllables.
The remainder occupied in the Banana and Phalas.

NIMITE. Average 42

8 occupied in the Spelling Lessons of two syllables
Remainder occupied on the Banan and Phalas.

SOMU-NUGURA Average 60.

10 advanced to the Spelling Lessons of four syllables.
21 to those of three syllables
Remainder employed on the Banana and Phalas.

MUDHOO-VATTE. Average 57.

9 employed in the Spelling Lessons of three syllables.
8 on those of two syllables
Remainder on the Elementary Tables.

JHAPURUDUH Average 70.

12 advanced to the Dig Darshana, the highest to lesson 15, the lowest to lesson 9.
20 occupied in the Spelling Lessons of five syllables.
The rest employed on the Elementary Tables.

KIKALA. Average 95.

45 employed in the Spelling Lessons of two syllables.
The rest on the Elementary Tables.

GOPALA-NUGURA. Average 45

30 occupied in the Spelling Lessons of two syllables.
The remainder in the Banana and Phalas.

VERA-VAREE. Average 70

40 employed in the Spelling Lessons of two syllables.
The rest on the Elementary Tables.

VUNA-HOOGLI Average 45.

21 advanced to the Spelling Lessons of three syllables.
10 to those of two syllables.
The rest occupied on the First Lessons.

JUNE.

MUSHAT. Average 55.

24 occupied in the Spelling Lessons of two syllables.
The remainder in the Banana and Phulas.

KRISHNA-RAMA-POORA Average 65.

37 on the Spelling Lessons of two syllables.
The rest on the First Lessons.

PATOOLA. Average 95.

17 on the Spelling Lessons of three syllables.
Remainder on the Banana and Phulas.

VUNDA-POORA. Average 100.

1 advanced to the Spelling Lessons of three syllables.
38 to those of two syllables.
Remainder employed on the Banana and Phulas.

KAMARA KOONDA. Average 63.

18 on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas.

MELIYA Average 32.

19 employed on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas.

PULUTAGERE. Average 45.

17 on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas.

JUGUT-NUGURA. Average 60.

20 on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas.

DHANA-HANA. Average 60.

1. occupied in the Spelling Lessons of two syllables
Remainder employed with the Banana and Phulas

GOPALA-POORA. Average 110.

43 employed with the Spelling Lessons of two syllables.
Remainder with the Banana and Phulas.

JUNE. LUKSHMEENA-DEE. Average 50.
20 occupied with the Spelling Lessons of two syllables.
Remainder with the Banana and Phulas.

JULY. ROGOONATHA-POORA Average 50.
29 employed in the Spelling Lessons of two syllables.
Remainder in the Banana and Phulas.

VASHALNA-PARA Average 47.
22 on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas.

SARA. Average 95.
30 advanced to the Spelling Lessons of four syllables.
10 to those of three syllables.
Remainder on the Banana and Phulas.

PHOORA PHOORA. Average 55
30 on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas

PAOONANA Average 78.
26 on the Spelling Lessons of two syllables
Remainder on the Banana and Phulas

VUNA-NOPARA. Average 60
26 occupied on the Spelling Lessons of two syllables
Remainder on the Banana and Phulas.

MANDURA. Average 62.
33 on the Spelling Lessons of two syllables
The rest on the First Tables.

AUGUST. DATORA. Average 90.
35 on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas.

ADUM-POORA. Average 90.
15 on the Spelling Lessons of two syllables.
The remainder on the Banana and Phulas.

PRINADA-POORA. Average 58.

10 on the Spelling Lessons of three syllables.
15 on those of two syllables.
The remainder on the Banana and Phulas.

GOPINATHA-POORA. Average 85.

35 on the Spelling Lessons of two syllables.
The rest on the Banana and Phulas.

BAMUNA-ARI Average 30.

8 advanced to the Spelling Lessons of three syllables.
10 to those of two syllables.
The rest employed on the First Tables.

SINGOORA Average 60.

38 on the Spelling Lessons of two syllables.
The rest on the Banana and Phulas

YADUVA-VATEE. Average 120.

48 engaged in the Spelling Lessons of two syllables.
The rest on the Banana and Phulas.

MUNDULIKA. Average 80.

12 on the Spelling Lessons of two syllables.
The rest on the Banana and Phulas.

SEPTEMBER TURA-JUGUT-NUGURA.—Average 58.

25 employed on the Spelling Lessons of two syllables.
The remainder on the Banana and Phulas.

KRISHNA NUGURA Average 50.

25 on the Spelling Lessons of two syllables.
The rest on the Banana and Phulas

AT POORA Average 50.

20 employed on the Spelling Lessons of two syllables.
The rest on the Banana and Phulas.

KAKOORIYA Average 45.

No lad advanced beyond the Banana and Phulas

JHIKIRA. Average 75.

42 engaged in Spelling Lessons of two syllables.
The rest on the Banana and Phulas.

SEPTEMBER. BRAHMUNA-PARA. Average 100.
27 employed on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas.

JUYA-NUGURA. Average 71.
None advanced beyond the Spelling Lessons.

PARA-ARO. Average 130
39 advanced to the Spelling Lessons of two syllables
Remainder, Banana and Phulas.

SHYAMA-POORA. Average 60
20 writing lessons of two syllables
Remainder on the Banana and Phulas.

KOOLAKASHA. Average 43
No lad advanced beyond the Banana and Phulas

JUYA-KRISHNA-POORA Average 50
5 writing the Banana and Phulas.
The rest employed on the first Tables.

BIAGACHEE. Average 55
16 writing lessons of two syllables.
The rest occupied with the first Tables

AMGACHEE Average 80
18 writing lessons of two syllables.
The rest employed on the first Tables

OCTOBER. RAMA NUGUR I Average 85
No one advanced beyond the Banana and Phulas

BALIYA. Average 60.
None advanced beyond the Banana and Phulas.

NUBAB-POORA. Average 90.
12 writing the Spelling Lessons of two syllables
Remainder employed on the Banana and Phulas.

VASOODEVA-POORA. Average 60.
No one advanced beyond the Banana and Phulas

OCTOBER. SOLA-HURISHA-POORA. Average 65.
18 writing the Spelling Lessons of two syllables.
The rest employed on the First Tables.

[N. B. The progress of the children in Arithmetic is not particularized, as their fondness for Accounts sufficiently secures their advancement in this part of their studies.]

Schools opened since the date of the Report.

At NANNA. Average attendance 60.
At DUPHUR-POORA: the average 38.
At DUKSHINESHWURA: the average 45.
At MITRA PARA the average 30.

Schools under the Patronage of particular Gentlemen.

KULINGA, under the patronage of J. H. Harington, Esq.
DWARA-HATA, under the patronage of R. Richardson, Esq.

These two schools contain together 220 children

The following Schools, after having been some little time opened, have been discontinued for various reasons.

Shivalaya, and Santosha poora, through their being at too great a distance from other Schools to be superintended without great expense.

Sata-ghara, and Shimila, through the greater part of the children being occupied in the field, in agriculture, during the year.

Rishira, Valiyadanga, Ranga poora, Veleghuriya, Nalikoola, Koturunga, Kinkura Vatee, Vurahu-Nagara, and Bulotee, through the incapacity of the masters.

Penetee and Sookha chara, through party disputes in the village respecting masters.

Ariyadah, through the opposition of the villagers.

Schools under the Superintendency of Mr. W. Carey, Cutwa.

CUTWA,	30	Children
DYHAUT,	200	ditto.
DEWANGUNJE,	80	ditto.
KAGHATEE,	60	ditto.
KANAI,	160	ditto.
MAGA-GRAMA,	60	ditto.
CHURPARNEE,	66	ditto.
	656	Total.

The Schools at Cutwa not having been long established, we have not as yet received any particular account of the progress made.

Schools under the Superintendency of Dacca.

FIVE SCHOOLS,

Containing severally 34, 49, 80, 64, and 58 children. Total 278.

Through an oversight, the names of the School-masters were transmitted to Serampore instead of the names of the villages; this was not perceived till it was too late to remedy the error.

In the neighbourhood of *Moorshudabad*, under the superintendency of Mr. J. W. Ricketts, are three schools, supported by local monthly subscription, which has hitherto covered the expense of them. They are situated at Moorshudabad, Kalikapoore, and Berhampore; but we hear the number of the children has been greatly reduced by the mortality which has lately prevailed among the natives.

MANAGERS OF THE INSTITUTION.

Rev. W. CAREY, D. D.

Rev. J. MARSHMAN, D. D.

Rev. W. WARD.

SECRETARY.

Rev. J. MARSHMAN, D. D

ASSISTANT SECRETARY AND GENERAL SUPERINTENDENT,
(gratuitous,)

Mr. J. C. MARSHMAN.

Subscriptions and Donations.

1817.

The Honourable N. B. Edmonstone, Esq.	300
The Honourable Sir E. H. East, Kt.	100
The Honourable Sir F. Macnaghten, Kt. (*Annually*)	100
The Honourable Sir Anthony Buller, Kt.	100
Major-Gen. Sir D. Ochterlony, K.C.B. (*Annually*)	100

	Sa. Rs.
A Friend to the Institution,	200
Abbott, J. Esq.	50
Alexander, H. Esq. (*Annually*)	240
Anonymous,	15
Anunda-Chundra-Ghosha, (*Annually*)	10
Asiatic Society,	100
Baker, Capt. G. P.	50
Ballard, G. Esq.	300
Bradshaw, Col. P.	200
Bala-Rama-Pala, (*Annually*)	16
Burrell, Col.	100
Cock, Lieut. H.	32
Compton, H. Esq. (*Annually*)	50
Dick, A. Esq.	45
Doorga-Prasada-Ghosha,	10
Dowie, Lieut. D.	10
Duncan, Capt. J.	20
Dyson, Lieut. H. (*Annually*)	100
Eliot, C. Esq.	50
Ellerton, J. Esq. (*Annually*)	50
Englehcart, Capt. G.	10
Fullarton, J. Esq.	100
Gardener, G. O. Esq.	25
Gibson, Dr. H. (*Annually*)	50

	Sa. Rs.
Gudadhara-Acharya, (*Annually*)	25
Goorso-Prasada-Vasoo,	100
Gopee-Mohuna-Deva,	100
Gowan, Capt. W.	100
Grindall, R. Esq (*Annually*)	50
Ganga-Narayana-Dass,	50
G. S. through Messrs. Alexander and Co.	50
Hall, Dr. A	20
Harington, J. H. Esq.	300
Hickman, Lieut C. H. G.	50
Hickman, Lieut. J. P.	10
Home, R Esq (*Annually*)	200
Home, R Esq.	100
Jamieson, J Esq	50
Kalee-Shunkura-Ghoshal, (*Annually*)	50
Kalee-Shunkura Ghoshal,	150
Kashee-Natha-Varoojya, (*Annual*)	50
Law, F Esq (*Annually*)	100
Lowe, Dr. R.	50
Macan, A J Esq (*Annually*)	240
Mackenzie, A Esq.	25
Malthy, Lieut Samuel, (*Annually*)	25
Malthy, Lieut Samuel,	20
Mowat, James, Esq	25
Metcalfe, C T Esq (*Annually*)	100
Madhava-Mohuna Dutta,	50
Morton W. Esq	100
Nanda-Komara Vasoo, (*Annual*)	50
Oliver, Foulis James,	10
Oomn-Churuna-Varoojya, & Tarinee-Churuna-Varoojya, (*Ann*)	50
Peckett, Lieut James,	20
Peterson, Lieut J.	10
Pigou, H M Esq	50
Pran-Krishna-Vishwasa,	50
Radha-Kanta Deva, (*Annually*)	25
Radha-Madhava-Varoojya, (*Annually*)	50

	Sa. Rs.
Rama-Dhuge-Sena,	20
Richardson, R. Esq. (*Annually*)	150
Richardson, G. Esq.	50
Roopa-Narayana-Ghoshala,	16
Rasamay-Datta,	32
Scott, D. Esq.	100
Serampore Missionaries, (*Annual.*)	3000
Shakespear, H. Esq.	32
Sherer, J. W. Esq. (*Annually*)	100
Simons, Capt. F. (*Annually*)	150
Simons, Capt. E.	100
Smith, W. Esq. (*Annually*)	50
Stewart, Major Charles,	50
Stewart, Capt. J. (*Annually*)	150
Stuart, Hon. C. F.	100
Tapp, Capt. H. T. (*Annually*)	25
Townley, Rev. Mr.	101
Trant, W. H. Esq.	150
Tri Lochana-Chatterjya,	15
Visheshwara-Datta, (*Annually*)	75
Waring, F. S. Esq.	200
Wauchope, J. Esq. (*Annually*)	150
Webberley, Mrs.	100
Whinfield, Lieut. W. H.	10
Wilsone, C. R. Esq.	25
Wynch, P. M. Esq. (*Annually*)	50

Subscribers to Schools at Moorshedabad and in its Vicinity.

J. Ahmuty, Esq. (*Annually*)	48
Captain Arrow, (*Annually*)	48
Major Brougton, (*Annually*)	48
W. Lo h, Esq. (*Annually*)	48
Lieut. Col. Parlby, (*Annually*)	48
Hon. A. Ramsey, (*Annually*)	48

STATE OF THE FUND, OCTOBER 31, 1817.

Receipts.	Rs.	As.	P.
Received in Subscriptions and Donations,* -	8212	0	0
Balance due to the Managers, - - - - - - - -	3056	8	0
Sa. Rs.	11,2[illegible]	8	0

Disbursements.	Rs.	As.	P.
Wages of School-masters and inferior Superintendents, - - - - - - - - -	4539	0	3
Building house- and house-rent, - - - -	1278	2	4
School furniture, including sand-boards, mats, chests in which to deposit the slates, &c. -	2385	10	2
Expense of pens, ink, leaves, and paper books, -	498	10	10
Printed tables and books, - - - - - - -	469	7	5
Printing 1000 Copies of the "Hints," with postage and hurkarah's wages, - - - - -	505	13	6
Expenses at Cutwa, - - - - - - - -	140	0	0
Ditto at Dacca, - - - - - - - -	886	11	6
Sa. Rs.	11,[illegible]68	[illegible]	0

* Of the Subscriptions and Donations specified in the list, 1752 rupees have not yet been received.

THE

Second Report

OF

THE INSTITUTION

FOR

The SUPPORT and ENCOURAGEMENT

OF

NATIVE SCHOOLS,

Begun at Serampore, Nov. 1816:

WITH A

LIST OF SUBSCRIBERS AND BENEFACTORS

PRINTED AT THE MISSION PRESS

1818.

SECOND REPORT, &c.

THE state of India, and particularly of Bengal and the provinces adjacent, may in some points of view be esteemed almost enviable, compared with that of other nations. It now combines most of those advantages which are deemed essential to the prosperity of a country. Enjoying, as Bengal does, those advantages of climate and situation which have procured for it the title of the Garden of India, the numerous rivers and streams which intersect it in every direction, render the irrigation of the country and the transportation of every article necessary to life, perfectly easy, thus affording the highest encouragement to agriculture, and the greatest facilities to internal commerce.

Added to this is, its geographical situation, which almost forms it for the mart of the east. From the eastward, the Burman empire, the Indian Archipelago, and China, it is furnished with the choicest commodities: and from the south and the west it receives the riches of Arabia and Persia, in addition to the commerce of Europe and America. With these combine its own indigenous commodities, so highly valued in every age of the world, to substantiate and improve all these advantages by furnishing articles for exchange, and thus render Bengal and the surrounding countries, peculiarly wealthy and opulent.

In conjunction with these advantages, are now possessed, a degree of rational liberty and a state of security for person and property, before scarcely known in the regions of the east.

These blessings indeed, which give value to all the rest, are not of oriental growth; they are the effect of principles nurtured in the west, the fruit of those ideas planted in the British mind by Hampden, and Sidney, and Locke, and nurtured by the care of succeeding patriots. India however enjoys the benefit; the sons of Britain, to whose guardian care she is committed, though controuled by no house of Indian Representatives, naturally realize in their conduct those principles of rational liberty and equitable government imbibed from their illustrious ancestors, which they consider as founded on reason and justice, and therefore as really the right of the most defenceless, as of those capable of the greatest resistance. Thus India, without her own labor or care, enjoys that liberty, that security for both person and property, that equitable administration of the laws, which have arisen from the exertions of the most illustrious friends of liberty and righteousness ever known in the western world.

Blessed with these advantages in one of the most fertile countries on earth, it is not strange that our Indian fellow-subjects should enjoy a degree of affluence unknown in many European countries. This affluence of course partakes of the nature of their habits and ideas; but this does not render it the less real. It does not discover itself among them by splendid or even neat habitations. For these they have no taste, as their houses serve for little more than a shelter from the storm and the heat, and a place wherein to repose at night. But it appears in the silver and gold ornaments with which they decorate their own persons and those of their children, the value of which, on a child of four years old, will often be equal to the cost of months' support for the whole family:—it is seen in the hospitality with which even the lowest classes often entertain a friend or a relative for months together, and

this without any sensible inconvenience ;—but above all it is evident from the small quantity of labor necessary to procure the comforts of life. This, in every country, is a more certain criterion than merely the sum of money received for labor, which may in appearance be great, when a degree of toil is required to procure sufficient support for a family, which is almost incompatible with health. The poor man's time and labor are the commodities he exposes to sale, that he may obtain in return, a supply of the wholesome necessaries of life, of which, if he can procure a sufficient quantity for a *moderate* portion of them, so as to have enough remaining for all the purposes of enjoyment, he is in affluent circumstances.

In Britain these are seldom procured by the laboring poor at a less expense than twelve hours' daily labor ; could many, indeed, procure the comforts of life for their families by fourteen hours' labor daily, and reserve to themselves ten for refreshment and sleep, they would esteem themselves happy. Now in Bengal it is a well known fact, that in general six hours of labor daily is the full quantity devoted to the obtaining of what they esteem the comforts of life ; while on every side employment presses on the laborer. And even with this degree of labor, they feel that they have enough to entertain their friends and relatives, and to enable themselves to forbear working and devote a day to leisure the moment the least inconvenience is experienced, or the slightest imaginary disgust given them by their employers.

This state of ease and comparative affluence then, united with outward peace, and internal security for property, together with every degree of practical liberty reason can desire, may well be esteemed the most favorable to the cultivation of knowledge which can be desired. In what besides can a ra-

tional being employ with any pleasure, the remaining eighteen hours of the day? Twelve hours devoted to refreshment and rest must satisfy nature even to satiety: What then shall be done with the remainder? Can any thing be imagined so rational, so happy, as employing it in reading, reflection, and conversation? The absence of this must leave the mind to stagnate, and lay the foundation of moral disease and mental misery, unknown even to those constrained to devote every moment of their time to labor. The mind, in itself an immortal principle, must be active; and it will exert itself to its own misery and that of the body, when thus deprived of its proper food and enjoyment.

It must be evident then that few nations can be found *whose circumstances are more favorable to the acquisition of knowledge than those in which the natives of this country are now placed by divine Providence.* One half hour's extra labor daily would meet the expense of books, which the remainder of their abundant leisure might enable them to peruse with the highest satisfaction and advantage. Nor do they labor under any natural incapacity for the acquisition of knowledge; nor under any aversion to the pursuit. This is evident from the numerous works in Sungskrit, composed by those who have been deemed worthy of studying this language; and the eagerness with which every scrap of a poem is copied and read among the common people. But this spirit has ever been kept down by the death-like hand of superstition. The Brahmanic tribe have, from the beginning, found their literary superiority too gainful to them, not to attempt perpetually to confine the privilege of reading almost exclusively to themselves. And when the Musulmans succeeded to their temporal power and authority, it was too much to expect that they should labor to cultivate that taste for general knowledge

in their conquered subjects, which they scarcely possessed themselves.

That when the dominion of India was consigned by divine Providence to the British nation, they should enter into the circumstances of those thus committed to their care, and provide for their mental wants, more pressing in their case than those of a corporal nature, was to be expected both from their known character, and their own ardent thirst for knowledge.* Nor has the expectation been wholly disappointed. Although long occupied in conflicting with open enemies, or with faithless friends; in restoring the tone of public affairs; in giving life to agriculture and commerce by causing every man to *feel* that he sits under his own vine and his own fig-tree, none daring to make him afraid, the British nation has not wholly overlooked the mental state of India. On the contrary the feeling is constantly increasing, that it is no less just and wise than humane and generous, to love our neighbour as ourselves, and to impart to our Indian fellow-subjects something of that blessedness relative to knowledge which we enjoy beyond most of the nations on earth.

This fact is not unnoticed by the natives themselves, nor is it without its effect on their minds. Throughout the country there is a high sense entertained of the value of knowledge; nor can its excellence be hidden when viewed in the superiority it imparts to Europeans both in public and private life; and the disposition to impart to them a portion of that knowledge which has been such a blessing to ourselves, in their estimation tends greatly to exalt the character of Europeans. Nor are the opulent among them unwilling to co-operate with us therein, nor even to take on themselves a part of the burden of expense requisite in imparting knowledge to their

own countrymen. This is sufficiently evinced by the increased number of Native names in the list of benefactors given at the end of this Report;—while the eagerness with which schools have been sought this year, together with the increased attendance given to those previously established, are indubitable proofs how acceptable these Schools are, not merely in the large towns, or the metropolis, where the intercourse with Europeans might be expected to take off all fear and reserve; but in the smaller towns, and the villages in the country, where Europeans are almost unknown.

This is a duty which every Briton who duly weighs the obligations he is under to the God of providence for confiding this amazing extent of empire, to his own nation, will feel incumbent on him in a high degree. To impart knowledge to the ignorant in general is justly esteemed the duty of a wise and good man, and a reasonable expression of homage to that God who has distinguished him so far above his fellow-creatures. To impart it to those who rely on us for protection, and look up to us as to an exemplar worthy of imitation, is the dictate of justice; but to impart it to a nation which needs nothing besides to render it happy, and whose misery through the want of it, is great beyond description, is a work sanctioned by every feeling of humanity.

Nor can this be attended with any danger, knowledge never yet rendered any nation ferocious, and it will never have this effect on our Indian fellow-subjects. It was indeed formerly supposed that knowledge tended to enervate a people, and on this principle the introduction of Greek literature was for a time resisted at Rome:—and altho' this is an unfounded idea, yet when the Hindoo national character is considered knowledge may, it is true, be expected to render them hap

pier by increasing their capacity for mental enjoyment; but never that it will turn either their hands or their hearts against their benefactors; who, notwithstanding all the knowledge they may impart, must ever continue their masters in every art and science.

We now proceed to the state of the Native Schools at the close of our second year. Respecting the *Number* of the Schools, we felt restricted by the state of our funds, which we evidently saw would admit of scarcely any extension of them, before another year's appeal to the generosity of the public. The various applications for *new* schools therefore, could only be regarded as far as it appeared expedient to give up schools in villages where the numbers were too few to admit of the expense being continued. These, in a few instances, the Committee have dropped, and have erected new schools in places where they have been requested, and where there appeared a probability of larger numbers obtaining the benefit. The Number at present stands thus: around Serampore ninety-two; at Cutwa eleven; in the neighbourhood of Moorshedabad, three; and at Dacca, five. In the whole a Hundred and Eleven supported by the Institution; which is only Eight more than the number mentioned in the last Report.

It is however matter of satisfaction to find, that the average of attendance this year has been greater than in the past. In the ninety-two schools around Serampore, the average number actually attendant in the months of June, July, and August, before the rains had so swelled the various rivulets as to interrupt their coming, was Seven Thousand one Hundred and Eighty-eight. These with the number in the schools at Cutwa, Moorshedabad, and Dacca, amount to about Eight Thousand Five Hundred; which gives an increase in the actual attend-

ance, of One Thousand Eight Hundred children. When to these we add those *occasionally* attendant, which in the last Report was estimated at about one-fourth of those actually present, it will appear that those who have this year, in various degrees, availed themselves of the benefit of these schools, have exceeded *Ten Thousand*.

This increased attendance, which gives about *Seventy eight* to each school taken on the average, while the number last year was only *sixty-six*, affords the most satisfactory proof of the manner in which these schools are regarded by the natives. As there are no means of obtaining a constant attendance of Hindoo children, but the consent and acquiescence of their parents, a school cannot continue in any village if the inhabitants are at all averse thereto. Now had the inhabitants been prevailed upon to send their children for a month or two at the beginning, either by being amused with illusive hopes of pecuniary advantage resulting from the plan, or from some offensive part of it being kept wholly out of sight, a few months, or at most a year, must have dispelled the illusion, and shewn them the whole in its true shape. The experience of a *second* year therefore, places every thing beyond the possibility of doubt. It would not have been surprizing had the second year, by wearing off the edge of novelty, diminished in a considerable degree, the number of children who attend especially among a people so volatile as the Hindoos. But the increased attendance, on the schools becoming more fully known, fully discovers the real feelings of the natives on the subject of Schools.

Proficiency.

On this head the Committee have the satisfaction of finding their expectations rather exceeded than the reverse;

which will appear by examining the subject under the various articles of reading, penmanship, and orthography.

Of Reading, so necessary to the future acquisition of knowledge, and hitherto so little cultivated by the natives themselves, the various Tables which comprize so full a delineation of their Alphabet are the first of them, and exemplify it so completely as to render which follows, lay the foundation more thoroughly than has been hitherto done among them. There is no character, nor combination found in their language, which is not brought before them in the first of these Tables, and exemplified in the rest: and as the boys copy them from dictation as well as read them, they become familiar with these before they proceed to any thing farther. This effectually done, reading is rendered much more easy to them, than English reading to a child at home. Every letter in each syllable is sounded, with the occasional exception of the vowel in a final consonant, which in correct printing is always indicated by an appropriate mark. Hence, when a boy has acquired the form and power of the various characters, and realized them by spelling only a few columns, the work of pronunciation and spelling is nearly completed, while a child in England has to fix in memory the traditional and often arbitrary sounds given to multitudes of monosyllables and other words, which the dropping of some letters and the variety of sounds affixed to others, render by no means an easy task.

Meanwhile the plan adopted in paying the various Masters, prompts them to urge forward their pupils as quickly as possible in those parts which are chiefly elementary. As they are paid nearly three the sum for a boy who writes neatly on paper from dictation, it is their gain to accelerate the progress of the children, and this they have invariably done. But that

progress may be real and not merely a name, a scrutiny is instituted before the pupil is permitted to enter the paper class. This no boy can do till pronounced fit by the Superintendant who visits the school. But after a boy is admitted, as his copy book is regularly brought to Serampore to be examined there, if it appear that he has been advanced before he is fit, he is remanded back to his former class and exercises, till he shall be qualified for re-admission, and the Master is not paid for his writing. This has been found an effectual way of eliciting as well as of ascertaining progress, as in the Copy Books there can be no deception. In his visits to the central schools, the General Superintendant has had an opportunity of witnessing the progress made; those who had been only a short time engaged in writing on paper, have in general read with fluency, while those who have been longer thus employed, have read with readiness any thing set before them, though they had never seen it before.

In ascertaining the progress made in Penmanship, there has of course been no kind of difficulty. Many specimens of superior penmanship have been transmitted from the various schools to Serampore; some of them uncommonly beautiful. The anxiety of the Parents indeed that their sons should write an elegant hand, is so great, and their admonitions both to the Masters and the Children so frequent, that there has existed little necessity for enforcing this on the former as an indispensible duty.

It may not be improper to add, that the progress which these children gradually make towards correctness in Orthography is highly pleasing. When a lad commences writing on paper, his mistakes are numerous, occuring in almost every word. As he advances however, they gradually diminish;

and some of the elder boys who have visited Serampore, when desired to write from dictation passages which they have never seen before, have done it with such correctness as to excite astonishment in the pundits there. On the subject of *Arithmetic* the Committee have been greatly pleased with the progress made; but this they pass by till they come to the Books prepared or reprinted for the Institution.

But the Committee confess that a proficiency in these is not the whole of their object. While they view this as indispensibly necessary, they regard it as merely the threshold of learning, the means of conveying something superior. The great object which should be constantly in view, is the progress of the children *in imbibing ideas superior to those they previously possessed*, which can only be secured by a regular and repeated copying of those treatises which contain such ideas as it is desirable to convey. In the past year, besides what has been done in going through and writing out the Elementary and Spelling Tables, and the progress made in Arithmetic, it appears from the records that, One Thousand Four Hundred and Seventy-six have gone through the "Letters," that Three Hundred and Seventy-four have added to these the "Introduction to the Solar System;" and that One Thousand Two Hundred and Seventy-three, have in addition, written out repeatedly the "Dig-durshuna," now enlarged for the use of these Schools. These the children have not in every instance committed to memory; but there is reason to hope that what they have written over six or eight times, will never be wholly erased from the mind. That the ideas thus copied have been in some degree diffused abroad in those parts where the schools are, is pretty certain, as debates have been overheard among the children themselves, respecting things so different from what they formerly heard of the size and figure of the

earth, the solar system, and other subjects. In one instance the laborer employed in carrying the copy books for the schools, was heard relating to his fellow-servants an account of the balloon which forms the subject of one of the lessons in the *Dig-durshuna*, and querying relative to the mode in which the car must have been fastened to the balloon, which must have been suggested by what he had heard from the children in visiting the schools. This would not be mentioned were it not for the hope it excites, that the ideas contained in the treatises they copy, being thus made the subject of conversation, will be gradually diffused among them.

Superintendance.

Under this head, as it is so important an object in the management of Native Schools, and therefore interesting to all throughout the country in any way engaged therein, the Committee would deem it improper to conceal any thing which may at all tend to improve the system, or to suggest any hint of this nature to others. The number of Copy Books which have been written out this year amounts to about Twelve Thousand. In the Copy Books the daily lesson is written out four times from the dictation of the monitors. After the books are thus written out, they are transmitted to Serampore, where each is entered opposite the boy's name, with the day of the month on which the last lesson was written, and the number of the lesson. Thus the means are obtained for ascertaining at one glance the progress of the boy throughout the year. When the copy books are thus entered, they are carefully examined by two pundits, the mistakes in orthography are corrected, and the books are generally returned for the boy to take them home to his parents.

This however is not the only means used to ascertain the

real state of the Schools. The difficulty if not impossibility of obtaining European Superintendants well acquainted with the language, has constrained the Committee to employ in this department Portuguese young men educated in that branch of the Benevolent Institution which is at Serampore, whose previous acquaintance with the nature of schools has been of great advantage to them in this employ. They are also thoroughly acquainted with the Bengalee language, and previously to their being employed have been examined in Bengalee reading and writing. To lessen the labor of these Superintendants, the Schools have been divided into circles, in the centre of which a bungalow has been erected or hired for the Superintendant. This circle is so formed, that no school shall be more than five miles from his residence in the centre, all the schools within this circle being placed under his care. Thus placed however, the Superintendant is not paid monthly, but he receives Four Annas for every visit he makes to a school, from which he has to bring an exact account of its state and progress according to the directions with which he is furnished. He is permitted to visit no more than four schools in a day, and to enable him to do this without consuming his time and strength in mere travelling, a small horse is given him, as on foot, where the villages are somewhat distant, it would be impossible for him thus to visit four. On arriving at any school he takes down the number of boys present, examines what he can each class is reading, and enters it with its number in his daily Report. These lessons being numbered in each respective treatise, are easily identified by the General superintendant. He also examines any boy proposed for removal to a higher class. These memoranda transmitted to Serampore, serve as a check to the separate Report both of the Masters, and the Messengers who visit the schools in general twice in the week, and from them are seen through

another medium, the general state of the schools, and the progress of each scholar.

In addition to this the Assistant Secretary occasionally visits these central schools; at which time the two, and in some cases the three, higher classes of all the schools in the circle, attend for the sake of being examined. It was at first feared that this journey would be esteemed a hardship both by the children and the parents. But the reverse has been found so much the case, that the parents in many instances accompany them, willingly sacrificing a day to witness their children's proficiency, and share in their pleasure when commended for diligence. Thus the means of ascertaining the real progress of the children are multiplied: and although these involve much of labor, particularly this work of examination, yet the sight of three or four hundred children cheerfully answering the questions proposed to them from the books they have gone through, and in some cases vying with each other in acuteness and readiness, encourages the mind, and causes it to lose sight of the fatigue of the work, while contemplating the rising generation thus advancing from month to month in knowledge and intelligence.

Books printed for the Schools.

In mentioning what has been done this year in printing editions of Books for these schools, it may be proper to premise, that no alteration has been made this year in the various Elementary Tables. All these therefore, whether they include the Alphabetic combinations, the Spelling Tables, or those which exemplify the combinations by familiar Reading Lessons, remain as described in the last Report.

The Committee have however completed a large and beau-

tiful Exemplar of the Bengalee Alphabet in the Writing character. This has been written by the Khooshnuveesh of the College of Fort William, and cut by the artists at Serampore in large models formed of that preparation of metal used in casting types; the native type-casters not having yet arrived at that skill in the art which would enable them to cast types of so large a size. Of the copies struck off, about Fifteen Hundred, the Calcutta School-Book Society, by taking a number, generously took a part of the expense on themselves, and thus enabled the Committee to complete them with little expense to the Institution; an act of kind co-operation we have experienced from them in more than one instance in the course of the past year.

Of the Introductory treatise on Arithmetic the first edition has been exhausted in the course of the year; and a new edition is now in the press, which will form a hundred octavo pages; and in addition to the Simple and Compound Rules before given, will include the Single and Double Rules of Three, Practice, and the Rules for Interest. In *teaching* Arithmetic, the same mode of instruction has been resorted to which was mentioned in the last Report, that of employing Ambulatory Instructors, with this difference, that instead of them being paid by the month, an arrangement has been made with them by which they have been paid a certain sum for each boy instructed in the simple rules, and something more for instruction given in the compound rules. This has secured the progress of the children far more effectually, than a regular monthly stipend without any reference to progress.

The Dig-durshuna has been somewhat enlarged, and the lessons in some instances shortened, for the sake of convenience in dictation. Of this work two editions have been ex-

hausted, and a third edition, comprizing Two Thousand copies, has been printed off during the Hindoo holidays. It is intended, in future editions of this work, to pursue the plan of making such additions as may appear necessary to realize the object of giving in this compendious and acceptable form, a complete collection of those miscellaneous axioms and facts which it appears most desirable to imprint on the minds of Native Youth. To the last edition has been added, a small Glossary, explaining the difficult words which occur in the treatise, and which amount to about five hundred.

The small treatise intended as an Introduction to the knowledge of the Solar System, has been somewhat enlarged this year. It has also gone through two editions, the last of which included Two Thousand copies; as, in addition to its circulation in the Schools, it has been read by many among the natives in general, although the ideas it conveys of the Solar System are diametrically opposite to those they have been hitherto accustomed to entertain.

In the last Report a Compendium of Geography was mentioned as being in the press. This work was published about a month after the Report was issued. It comprized a hundred and twenty-eight octavo pages. The natives in general have discovered considerable eagerness to possess this work; and one Native eminent alike for rank and for literary attainments, whose name we are not at liberty to mention, wrote the Assistant-Secretary a letter of thanks, in which he expressed his satisfaction at seeing such a work in his own language. He also enclosed a number of questions on which he desired further information, which was of course readily given him. The first edition is exhausted, while numerous applications remain unsupplied. The Natives have a high idea of the accuracy

of our Geographical knowledge: they are convinced that, in their own works, all beyond the limits of *Bharata Varsa*, or India, must be uncertain, as none of their own writers have visited the countries they have attempted to describe, while they consider our knowledge as derived from actual observation. An enlarged edition of this compendium is now in the press, in which it is increased to two hundred pages. To this the short Introduction to the Solar System will be prefixed. The expense of this work too, the School-Book Society has kindly shared with us, by subscribing for Five Hundred copies.

On the subject of Maps, so great a desideratum, the Committee regret that they have not as yet been able to realize their wishes. In the course of the year they have been employed however in preparing materials, a work which demands great attention, chiefly on account of the names. In spelling all names beside those which are native, much care is requisite to secure the most exact mode of orthography; and in identifying the names of places in Hindoost'han, great difficulty has been experienced. Few of these names are formed arbitrarily; they are derived in general from some person, or some local peculiarity. The pronunciation of these names adopted by Europeans, naturally varies from the genuine orthography; and that of many among the natives is scarcely more accurate. But however difficult the task of rectifying these names, and of restoring to them their genuine orthography and pronunciation, this is absolutely necessary to the formation of any map in the native languages which shall deserve the name. From the pundits of the various provinces of Hindoost'han collected at Serampore for the sake of translating the Sacred Scriptures, the Committee trust they have succeeded in obtaining the just orthography of most of those

names; and when this is completed, they hope there will be little more delay experienced in this department.

The Epitome of General History and Chronology the Committee have resolved to give at such length as shall distinctly exhibit each period of history to the view of the Native Youth. This, it is supposed, can scarcely be done within a smaller compass than about three hundred pages, to prepare which first in English, and then translate it into the native languages, will occupy a considerable time. Meanwhile they have published a brief view of General History, drawn up by the Assistant-Secretary, in the Monthly *Digdurshana*, a work undertaken chiefly with a view to the improvement of the youth in the various schools, of which we proceed to give some account.

It had been long foreseen that as the Native Schools advanced, and an ability to read was more widely diffused, the youth instructed would require something to nourish and encourage that taste for reading, which might be created: and although the various compendiums copied at school, lay the foundation of that knowledge which future reading and reflection may expand, it cannot be expected that these alone should furnish matter for perpetual reading, even for those youth who most fully enter into the spirit of them. Other matter for reading would be evidently required, which, if given in the form of a small Monthly Publication, that should build on the foundation already laid, and at the same time furnish something entertaining as well as instructive, this might induce them to read from the pleasure it might communicate, and increase the small stock of knowledge already acquired. For these purposes, a Monthly *Dig durshana* or "General view," was begun, (that name being adopted because suited to the

object while already in some degree familiar to the natives, which consists of *twenty-four* pages. It is printed in a clear and bold type, and on good paper, to render the perusal of it the more inviting. In addition to sketches of history, and anecdotes of a historical nature, it is intended that this little monthly work shall contain an account of the various discoveries made at different times by Europeans, and of such as are constantly made at present, together with such other information as may appear likely to suit the minds of the Native Youth, and attract the attention of such of a more advanced age as possess a relish for information of this nature. The following abstract of the contents of the first five Numbers, will completely develope the nature and design of this monthly publication in the native language.

Contents of the first Five Numbers of the Dig-durshuna.

No. I.—1. Account of the discovery of America.—2. The Geographical limits of Hindoost'han.—3 A view of the chief articles of Trade raised in Hindoost'han, cotton, indigo, &c.—4. Mr. Sad er's aerial journey from Dub in to Holy-head.—5. Particulars relative to the court of Raja Krishna-Chandra-raya.

No II.—1 Discovery of the passage to India by way of the Cape of Good Hope.—2 Trees and plants found in Bengal, but not indigenous to Britain, as the Sugar-cane, &c 3. Death of Her Royal Highness the Princess Charlotte.—4 Account of Steam Boats. 5. Subscriptions of Natives in the district of Comil ah to the Native Schools.—6. Death of Mohun Buchusputi, a famous pundit, lately, at the water-side, calling on the one God alone.—7. Account of Bengalee Works lately published.—8. Various acts of beneficence recently done by the natives.

No. III.—1. A view of Ancient History from the creation to

the flood, and of the Western world to the birth of Christ, in which the rise of the four great monarchies is distinctly traced, and those circumstances mentioned which bear in any degree on India.—2. The natural history of the Elephant.—3. An account of the ancient city of Gour.

No. IV.—The division of the Roman Empire into Eastern and Western—the Fall of the Western part—some account of Mahommed—the rise of the Musulman Empire in Asia—in Spain—in Africa and Egypt.—The Five later Musulman Empires.—that of the Seljuks at Bagdad—of Ghizni—of Jinghis-khan—of Timur-beg—of the Turks, with reflections on the fall of the four first of these. A Dialogue between a Teacher and his Disciple, respecting Newton's discovery of the doctrine of Gravitation;—Apologue of the Earth and her Children complaining to her of their various miseries.

No. V.—1. Continuation of the General View of History, containing the History of the Western World from the division of the Empire to the present time.—2. A concise view of the present state and population of the world and the various Religions professed, with an average of the number of persons attached to each.—3. On the cause of Thunder and Lightning.—4. An account of the manner of taking Whales.—5. Brief History of the chief cities in Bengal.—6. Anecdotes from History, illustrative of particular virtues.

Of this work two copies have been sent monthly to every school, that they might be read by the elder boys, to secure which indeed, no injunction has been found necessary; as not only the youth in the schools, but many grown up persons, have expressed a strong desire to obtain the Numbers as they have been printed. Some among those natives, have also purchased them to read in their families; and the kind-

ness of the School-Book Society in this instance also, by taking a Thousand copies monthly, has so lightened the expense of printing them, that the editors are enabled to dispose of them at so low a rate, though printed on English paper, as to bring them within the reach of natives who have but a small monthly income. The Committee have reason to hope, therefore, that this small monthly publication will be the means of much good not only to the native youth, but to those of mature age, by inspiring them with a taste for reading, and diffusing among them useful information.

This monthly publication, however, has led to another, intended to allure those to read who are in riper years and thus to preserve and augment that knowledge of letters which they have received in their youth at their own schools, a Weekly Publication under the name of the "Somachar Durpun," or the "Mirror of Intelligence." This class is more numerous than might at first sight be imagined; but for want of something to read which could engage their attention, many of them have nearly lost that knowledge of letters which they formerly acquired. The importance both to themselves and to society of securing that knowledge of letters which already exists among the natives, while the interests of the rising generation are regarded, could not but be felt; and for this nothing appeared better calculated than a Weekly Publication, which, by a selection of intelligence, should give from time to time such a view of the events which occur both in the Indian and the European world, as might be both interesting and useful to the natives, as well as an account of recent discoveries from the various mazagines, and of the exertions which are now made in the world for the diffusion of knowledge and the removal of human misery. This work, being intended for more general utility, is of course not

confined to the Schools; but to each of them a copy is now sent weekly as an exercise in reading for the monitors and elder boys. When sufficiently read by them, it remains the property of the master, who takes it home to his own house, and is thereby enabled to indulge his neighbours with a perusal of it.

The effect of this Weekly Publication in exciting a spirit of reading has been already seen. Some have begun reading it by spelling it out, and have patiently spent several hours at a time upon it; and some have been known to read it three or four times. The number of those also who flock around a man who has one of them, to become acquainted with its contents and read it in their turn, is highly pleasing, and such as we might expect from the abundant leisure enjoyed in the country. There is reason to suppose that each paper on an average obtains ten readers or attentive hearers. The effect of this in nourishing a desire for knowledge must be evident; and as *the whole of the ideas are select*, to secure which, is one great object with the Committee in publishing it, they trust it will gradually enlarge the native mind without vitiating or misleading it in any degree. Meanwhile another effect will necessarily follow: these monthly and weekly publications are read in the *Printed* character, and with that character they will undoubtedly familiarize the natives, and thereby render easy the future perusal of books on any subject, and among the rest the perusal of the Sacred Scriptures. A wish to render this weekly publication more generally useful, has induced the editors to place it at Four Annas a paper, and in most instances to take the expense of postage on themselves, that the natives may not be discouraged by the cost before they have tasted the sweets of knowledge. The monthly and the Weekly publication taken together, furnish annually matter for read-

ing to the amount of above a Thousand pages octavo, a quantity almost sufficient of itself to feed a taste for reading, while its being laid before them in small portions periodically, does this far more effectually than the same quantity exhibited to them in two or three large volumes.

Some of the means of instruction thus provided for the natives of Bengal, the Committee, in the course of the present year, have been called by circumstances to extend to certain of the other languages of India, particularly the HINDEE, in which the request of different friends in Hindoost'han relative to Native Schools have led them to take the following steps:

1. In the Deva-Nagaree alphabet, the original from whence all the other Indian alphabets have been formed, they have begun a fount of large characters, corresponding in size to the Bengalee fount with which the Elementary Tables have been printed. When this fount is completed, they will be able to print therewith the Elementary Tables in as many of the dialects of India as chiefly use this alphabet: and it would tend highly to the advancement of knowledge if the use of the Deva-Nagaree character could be rendered general throughout Hindoost'han.

2. They have completed in the common character those Tables which contain the Deva-Nagaree Alphabet, the vowels united with the consonants, and the combined consonants, and certain Spelling lessons, similar to those in Bengalee, but adapted to the idiom of the Hindee. The number of Tables thus printed are six; and the number of words given by way of exercise, a little exceeds nine hundred. These, like

the Bengalee Tables, have been printed both in the folio and the octavo size.

3. The Fables selected from Æsop, and printed in Bengalee, have been also translated into Hindee, and printed in the Deva-Naguree character, it being presumed that they might be as acceptable to the youth of Hindoost'han, as they have been found to be to the youth in Bengal.

4. The Dig-durshuna, or Miscellaneous Selection of truths and facts drawn up for the Bengalee Schools, have also been turned into Hindee, and printed in the Deva-Naguree character with the same view.

5. The Introduction to the Solar System, has also been translated into Hindee, and printed in the character just mentioned, for the use of the youth in Hindoost'han.

6. The first Three numbers of the Monthly Dig-durshuna, have also been published in this language, in the Deva-Naguree character. The other numbers may probably follow. All these have been sent at the request of friends into those parts of Hindoost'han in which schools are established. In this department of their labor, they have been highly indebted to Capt. Gowan, whose laudable efforts relative to schools they took the liberty of mentioning last year. At the commencement of this, Capt. Gowan sent down from Delhi two sensible natives to be instructed in the management of Native Schools, with whose assistance, in addition to that of their own pundits, the Committee have completed the works in Hindee already mentioned. These two men have now returned to Delhi, and the Committee have reason to hope that they will be found useful there in disseminating ideas respecting schools.

The Committee cannot pass over this brief notice relative to the Hindee language, without adverting with regret to the difficulties which the numerous dialects current in Hindoost'han, interpose to the extensive operation of schools. They are by no means certain to what extent these little treatises will be understood; but they have sent to different parts of the country requesting information on this subject; nor will they relax their endeavours to ascertain what dialect has the widest range, with a view to the extension of knowledge through the medium of schools. In this respect Bengal is particularly happy, as it has but one written language current through a population of fourteen or sixteen millions; while this extent of population in Hindoost'han, in some cases, includes three or four dialects widely differing from each other.

Into the SUNGSKRITA language the Committee have translated the Introduction to the Solar System, and the Treatise on Geography. These are now in the press, and will be published in the course of a few weeks. They will be printed both in the Bengalee and the *Deva*-Nagaree character; in the former for the use of the pundits in Bengal, and in the latter for the sake of those in the other parts of India. When completed, it is the intention of the Committee to present copies to the various *Sungskrita* Seminaries of literature throughout both Bengal and Hindoost'han. To the pundits in India it is a great disadvantage that geography and astronomy even upon their own principles, are esteemed an *exclusive* study, with which other pundits not studying the *shastras* which treat of them, are not supposed to have any connexion. Hence those who apply to the study of law, of rhetoric, or of the various systems of philosophy, are not expected to have the least knowledge either of astronomy or geography. This is a great hinderance to the attainment of just ideas on these sub-

jects; as these branches of knowledge, of which it is expected in Europe that every man of learning shall obtain some idea, are hence confined to a surprizingly small number among the pundits themselves, there not being more than five colleges throughout Bengal, (and these containing scarcely a hundred students,) in which the study of geography is at all cultivated, or any *Sungskrita* work on the subject read. A view of these circumstances has induced the Committee to print this work in the *Sungskrita* language, and in both the Bengalee and the *Nagu*ree characters. And they would respectfully intreat those who now so humanely interest themselves in the instruction and improvement of the Natives, to consider the great advantage which the natives at large might derive from the introduction of such branches of general knowledge as geography, astronomy, chronology, and history into those seminaries of *Sungskrita* literature, which at present hold an almost unbounded sway over the minds of the natives in general. This, they are convinced, might be effected in such a way as to avoid all interference with the course of study established in these schools of literature.

Thus far then the Committee have been enabled to advance in their attempts to diffuse light among the natives, by means of their own language, through which alone efficient instruction can be conveyed to their minds, and in their course hitherto, they have had the satisfaction of finding every step they have taken less difficult in the execution than in the prospect. They are also encouraged by finding that their endeavors in this department have been acceptable to the natives; and that as they proceed, every degree of suspicion vanishes, and the most pleasing confidence succeeds to groundless fear and alarm.

While contemplating the willingness of the natives to re-

ceive knowledge however, it is impossible to suppress the wish that these benefits could be extended to the whole country, instead of being almost confined to the precincts of the metropolis. But on the present system, this would involve an expense too great for private liberality to meet. The Committee have this year been enabled to reduce the expense much below Three Rupees for each pupil instructed; but that sum must be considered as almost the lowest aggregate for effective schools. At this estimate however, how small a portion of the population of Bengal could be wholly educated from the funds of private benevolence; and how could the whole population of Hindoost'han receive the requisite instruction wholly from this source!

This, then, points out in the strongest manner, the necessity of improving to the utmost *what the natives are able to do themselves towards the education of their own children.* To this the Committee have, therefore, during the past year, turned their attention, and have attempted to realize a plan by which the solid advantages of education may be imparted in such a way as to afford some prospect of their being ultimately extended throughout the country. The importance and wisdom of enabling the poor to contribute to the education of their own children, appears now to be increasingly felt and acknowledged. It is to this arrangement that Scotland owes its well-educated population; it is this principle which the late Parliamentary Commission on education has endeavored to enforce; and we may add, that it is only by the adoption of some plan of this nature as the ground work, that we can hope for the extension of knowledge throughout the whole of India.

It is a consoling fact, that the natives of this country at the present time expend much annually in educating

their children. In the past two years the Committee have devoted particular attention to this subject; and the farther they have proceeded in the enquiry, the more gratifying has been the result. At Serampore there are eight schools supported by the natives; within the French jurisdiction at Chandernagore, not less than twenty; and a friend when conversing lately with a gentleman about a hundred miles up the river, being directed to contemplate the number of villages within an extensive prospect, was told, "Amidst all these there is scarcely one without its little village school." In other parts of the country they have found the case nearly the same; and considering the complete elucidation of this subject a matter of great importance at the present time, they propose to continue their enquiries for this purpose.

But as formerly observed, these Native Schools are by no means efficient; a bare knowledge of reading and writing is acquired in them. They however present a wide prospect of usefulness if a plan could be formed which should render them efficient by superadding to them that knowledge which the country at present so greatly needs. The objects of education in this country should extend far beyond a knowledge of reading and writing; to this should be added correct ideas relative to man and to the objects around him; such as relate to the solar system, geography, chronology, general history, morality and virtue. Reading and Writing are merely the preliminary means, the other parts constitute the grand end; and the solid progress made must be estimated solely by the proportion of new ideas imparted to the children. If nothing be done beyond imparting the former, the amount of the good done will be little indeed. The Hindoos have from time immemorial learnt to read and write their own language, and if our endeavors terminate here, we shall have done little more than would have been done had no effort been made; we

shall not have raised the population a single degree higher in the scale of intelligence. It is therefore evident, that the only gift worth our imparting to our Indian fellow-subjects, is, an acquisition of new ideas; and this acquisition must be realized at school before the children depart for ever from the sphere of our influence.

These considerations derive additional weight from a view of the immense difference between the state of society in this country and in Britain. In England when a lad has acquired merely a knowledge of reading and writing, he is thrown upon society the scale of intelligence in which is high indeed. This, in addition to the light poured around him on every side, gives an impulse to his mind, which even *constrains* him to seek such a degree of knowledge as may enable him to fill up his sphere in that enlightened state of society. Books on every subject lie open before him in his own language, and with these he can at his leisure enlarge his ideas to the full extent of his genius and capacity. But this as yet is not the case in this country. When a lad has left school with a knowledge of reading and writing, he mixes with society enveloped in the grossest ignorance, and every idea he receives in his progress through life serves only to increase the darkness of his own mind. There is scarcely a single native work extant in his own language, through which he may correct his ideas and enlarge his mind. Every individual thus thrown on society therefore, serves only to perpetuate and increase the darkness of error which prevails around him, and to remove the general illumination of the country to a still greater distance. It is at school, and at school alone, that he can obtain that knowledge which may tend to dispel the darkness; and it is undoubtedly the duty of all engaged in this important work to ascertain and improve to the ut-

most, every means which appear at all calculated to effect this desirable object.

The full extent to which the natives themselves educate their children, cannot be ascertained without much labor, and a considerable lapse of time. The following estimate however of the sum thus employed by them, will not we think greatly exceed the mark. Supposing that there are in Bengal Nine Thousand native schools, which we think probable, and that these contain on the average Forty children each; this will give Three Hundred and Sixty Thousand children to whom the natives themselves impart the knowledge of reading and writing, although for want of its being afterwards kept alive by exercise, two-thirds of them probably lose this knowledge before they reach thirty. Their expense in imparting to their children this inferior species of education may be estimated at full Two Rupees annually for each child, reckoning the food, and the money, given the Schoolmaster. It may possibly be more, but for the sake of accuracy we state it only at two Rupees. This sum then will give Seven Hundred and Twenty Thousand Rupees expended annually by the natives themselves on the education of their own children. That they should be *able* to expend as much as two Rupees annually on this object, will not appear strange when we consider with what ease the poorest among them who labor, can procure all the necessaries of life; and that they should be equally *willing* to bestow this sum on the education of their sons, will appear probable when we consider the esteem in which learning is held by them, and that there are few among them who do not expend far more than two Rupees annually in feeding brahmuns and other acts by them esteemed religious. We may therefore consider this sum as the *contribution of the natives* themselves towards the instruction of

their own children; a sum which teaches them to read and write, and brings them exactly to that period of proficiency as well as of life, at which we may take up the subject of education, and add to the foundation already laid, whatever may be necessary to complete and beautify the edifice. It becomes therefore a solemn and imperious duty to improve these favorable circumstances to the uttermost, and not to permit this amazing sum to become almost totally lost to the country, when so little remains to be added in order to render it efficient. To do this, we have only to add superior ideas to that knowledge of reading and writing which their parents give them, and thus improve even that degree of knowledge, while we furnish their minds with ideas of the most important nature.

It may be further observed, that with whatever degree of pleasure the natives receive gratuitous instruction, they are still greatly attached to their own schools, and in two instances out of three, prefer paying a trifling sum for the tuition of their children, to receiving it at the hand of charity. Hence, even when schools have been established, it has been found that in large villages, two, three, or even four schools, have still existed to which the natives have continued to send their children. Nor has this arisen from offence taken at the new school; for often the richest and those of greatest influence have sent their children to the gratuitous school, while the poor have continued to pay for theirs in the old method. The gratuitous schools therefore, cannot obtain all, nor on the average more than one-third of the children in a place. If it be then important to communicate the benefits of knowledge to the *whole*, this furnishes a sufficient reason why we should endeavor to secure this object by rendering efficient their own schools, independently of every other consideration.

'We now proceed to the method by which we trust this may be in a great measure effected. It has been already observed, that the instruction which it is desirable to impart to youth in this country, is of two kinds, that which is merely *elementary*, as the knowledge of reading, writing, &c. and those *superior* ideas which tend to illumine and enlarge the mind. These last are, in this country, by far the most important, and if any method can be devised which shall communicate these through the medium of their own schools, the object in view will be fully attained. But the means which will secure the most important part, will likewise improve them in *elementary* knowledge. In reading that which conveys superior ideas children must make a proficiency in *Reading*; in copying it they must acquire skill in *Writing*, and in constantly writing ideas expressed in correct and perspicuous language, they cannot fail to become acquainted with *Orthography*, and the grammar and style of their own language. If then this superior part of instruction can be introduced into their own schools, knowledge of the most valuable kind will be imparted, and the proficiency of children in reading, writing, orthography, and arithmetic, be by the same means effectually secured.

But how can ideas of this nature be introduced into their own schools, so as to be certainly read and copied from week to week, and from month to month? It will at once be granted that this cannot be done without constant and vigilant Superintendance, but this being allowed, the whole will, we trust, be found easy; and the superintendance itself found more simple than on any other plan. All who consider the nature of these schools, will perceive that there are at one time comparatively but a small proportion of the boys in a native school capable of writing on paper, although all may do this ultimate-

ly. These however are the proper fruit of the expense bestowed on a school. It is for the sake of bringing children year by year to this degree of proficiency, that school houses are erected, masters retained, books provided, and superintendants paid; and schools are valuable in exact proportion to the number of boys thus brought from year to year to write from dictation: so that whether they are taught previously at the expense of their parents, or of the public, matters little if they can be brought to this point. Were it possible therefore to leave on the parent all the previous elementary expense, and taking the children up at this point of proficiency, to bring them to write such ideas as may tend to enrich and enlarge their minds, nearly three-fourths of the expense might be borne by their parents, and every rupee expended on them by public benevolence, be rendered efficient in the highest degree. Such a plan the Committee trust they have nearly matured; the outline of which is as follows:

Scientific Copy Books.

The means for realizing this object are, Copy Books, which for want of a more appropriate name they term "Scientific." Some time ago it was perceived that much difficulty arose to the Bengalee Superintendants in examining the copy books, and comparing them with the sentences dictated. The place in the book could not be found readily; and the book itself was not always at hand. It was therefore easily seen that if the various sentences to be written, were printed in the copy book, all this embarrassment must cease, as the examiner would only have to take up any copy book, and compare the sentence as written repeatedly, with the sentence printed as to orthography and correctness, which any one capable of reading could easily do. It was further perceived, that while

this method simplified the work of the examiner, it freed every boy from the incumbrance of a class, and gave him employment of the most pleasing kind to do alone. Thus a whole school of boys who could write, might pursue their work with the utmost quietness without the interruption of a monitor's voice, or the necessity of his superintending eye; and if each had a proper portion given him to write, it must be easily known at the end of the day, the week, or the month, whether he had written it, and in what manner. This furnished a powerful instrument of instruction, which would operate as effectually in the Superintendant's absence as in his presence, if at a certain given time the copy books could be examined. These let us describe.

In these Copy Books the following method is observed. The subject being chosen, which, we will suppose to be, the Introduction to the Solar System, one, two, or three sentences of a convenient length, are printed at the head of every alternate page, in such a way as to render the sense complete in each. These sentences thus printed, are to be written thrice, once on the same page, and twice on the succeeding, or the back of that on which they are printed. To facilitate this, lines are printed in sufficient number to receive the sentences when written thrice in a large, bold hand, which lines at the same time prevent a waste of paper from irregular writing. To secure the pupil's understanding the sentences as he writes them, in the first or the two first pages in the book are explained the technical terms or difficult words which occur in the sentences printed in that book; and these the pupil is expected previously to write out in the spaces allotted and commit to memory; and to imprint these ideas on the mind, the last page contains questions on them, to which the answers are at present subjoined, and which form an epi-

tome of the sentences written: these questions with their answers are also to be committed to memory. Thus by the explanation of the difficult words in the beginning of the book, provision is made for the pupils' understanding the sentences as they write them, and by the epitome of them given at the end, for their fixing them in memory.

Relative to the *quantity* of matter the great object is, to present such a portion as shall feed without fatiguing the mind. This is attempted in the present plan. The sentences printed on each alternate leaf occupy about a fourth of the page: so that the quantity of matter in the twenty-four leaves of one copy book is equivalent to from six to eight octavo pages: and as two of these portions are expected to be written thrice in the course of each day, somewhat better than half a page of new matter comes daily before them; and twelve or fourteen pages in the course of a month. Thus four of these copy books, which will employ a boy two months, will include the whole of the Introduction to the Solar System; and the number which would be written through in a year, about twenty-two when their holidays are taken into consideration, would include full a hundred and fifty octavo pages. The quantity of matter therefore, which would come before them in two years, three hundred pages, if it be important, and judiciously arranged, while it would secure their proficiency in reading, writing, and orthography, might furnish their minds with just ideas of the solar system, geography, chronology, and general history, and of the true nature of virtue, morality, and religion. Were they thus employed three years, indeed, nearly five hundred octavo pages would be thus written and digested, which would form a treasure of ideas never to be wholly lost in future life. If these Copy Books, after being written and examined, were

presented to the boys, each one would possess, both in the Printed character and in his own hand-writing, all the ideas which he had imbibed while at school, to refer to in after life with that fondness with which books of this nature are generally regarded, and to shew them to any relative or friend to whom they might appear interesting. Thus among Fifty Thousand boys there would be Fifty Thousand copies both in the printed character and in manuscript, containing ideas which might tend to improve and enlarge their minds. These copy books would also familiarize the natives in a village to the Printed character, when they possessed so great a portion of matter in print and at the same time in their common hand-writing; and thus the people in general would be prepared for the perusal of larger printed works which might hereafter fall into their hands.

It remains to be considered by what means they could be introduced into the Native Schools. It is a fact that in these schools the parents are seldom able to afford paper for the use of their children, and they would welcome any plan which should make this provision for them gratis. Were these copy books therefore, given to every boy in a native school who could write them through with neatness and accuracy, this would encourage both Parents and Children; and were the Master paid a small sum, say an Anna for each boy who should regularly write two of these through monthly in a neat and correct manner, and commit the questions in the last leaf to memory, this would induce almost any master to introduce them into his school. Nor would this be so trifling a premium to him as might be imagined. From the experiments already made, it has been found that the boys who can thus write would be from twenty to twenty-four in a school. The gratuity to the master would therefore be from a Rupee four, to

Rupee eight Annas monthly, which, to a master who seldom receives more than four or five Rupees monthly and of this sum but a small part in cash, would be a sensible addition of income. This sum therefore would operate as a premium to the Master; while the Copy books, by furnishing their children with paper, would be in effect the same to the parents.

It will be obvious that this plan will tend to *increase* the number of children in the schools already established. As the master's ready money gratuity will be increased by every boy he can bring to write, it will be natural for him to urge all in his village who have children, to send them to school, and, to secure this, as the children will be profitable to him another way, he may possibly take something less of the parent. For thus obtaining all the children capable of being sent, a native master in his own village possesses peculiar advantages, in his knowledge of all the inhabitants, and his credit with them. It may indeed be said that the plan is capable of originating *new Schools* among the natives. As schools here are opened by the master, and parents invited to send their children, it will be evident, that if a master be certain of obtaining a gratuity of an Anna each, (in addition to what the parents may give him,) for every pupil he brings forward to write on paper, he will feel an incentive to opening a school he never felt before, and perhaps to raising a school where the poverty of the parents has hitherto prevented one being raised; while his assuring the parents that when their children can write, they will obtain paper for them gratis, will operate as an inducement to the parents. Thus through the encouragement held out to erect new schools, and the increase of pupils in those already established, we might hope in a little time to see the number of children educated by the Natives themselves increased to two or three times their present

number; and possibly carried as far as the population in a village will permit.

But if this plan will increase the Number of children thus educated, it will have a still greater effect on their *Proficiency*. At present as the parents can seldom afford to purchase paper, the education of the children must necessarily be confined within very narrow limits, which neither parents nor master can have any great inducement to exceed; and when neither pupil, parent, nor master, feels any stimulus to improvement, a langour must necessarily be thrown over the whole work of education. But the moment this plan is put in operation, the master feels it for his interest that his pupils should be brought to write a neat hand as quickly as possible. This completely changes the face of things. Now every nerve is strained to bring the pupil up to the requisite degree of proficiency; and if the superintendance be what it ought to be, and no copy book be received which is not neat as to penmanship and increasingly correct in point of orthography, the stimulus will remain in continual operation; the sentences in the various copy books will be written with fidelity and attention, and the progress of the boys in knowledge will be secured almost without the master's consciousness, particularly if, as the condition of being paid, he be constrained to ask his pupils the questions in the last leaf of each book to prepare them for an examination by the superintendant: nay more, in a little time he himself will scarcely be able to remain ignorant of things he perhaps never intended to learn. This will also secure another important object, the pupil's continuance at school. As the elder boys, from their thus writing, will be most profitable to the master, he will naturally resist the parent's desire to remove them prematurely, as far as it can be done with propri-

ety, and thus the fittest season for their imbibing ideas will be secured to them. If to this were added in each school for general reading, a Monthly *Dig-durshuna*, and a Weekly Sumachar-Durpun, such a degree of information would be gradually diffused as would suffer neither pupils nor preceptors to remain long in their present darkness.

Should any object, that this plan would prevent the introduction of the New European System of education into the native schools, it may be replied, that if this were the case relative to the *preliminary* part of it, still while its most efficient part is retained in the Copy books, and the end of it thereby accomplished, the dropping of a small part of the preliminary apparatus would not be greatly to be regretted. The new method became efficient in England chiefly *because of the numbers* which it enabled one master to instruct, but in schools which seldom average more than eighty children, this is less important. If such an improvement be made in the system as shall fit it to convey ideas to the great bulk of youth in India, it is really adapted to the circumstances of the country, and made to answer its proper design.

It is, however, by no means certain that even the *preliminary* part would be wholly laid aside. The plan was originally borrowed from India, to it therefore the natives cannot be supposed to be greatly averse: and if it enables a master to manage a greater number with less labor, why may not native masters be induced to adopt it in their schools for their own advantage? It will certainly be their interest to obtain as great a number of pupils as they are able, and to bring them as quickly as possible through the elementary parts of learning; and if this will be better secured by the use of the Elementary Tables, can they not be made to un-

derstand this, and to introduce them into their schools as well as the Copy books? Nay further, if laid before them in an introductory treatise in their own language, why may they not be brought to adopt the whole plan, and gladly accept the aid of a Superintendant in realizing it, when it will so much increase their own profit while it diminishes their labor? There is indeed reason to think, that when they find this method of conducting their own schools so profitable to them while it is so easy, they will, from this consideration alone, more earnestly seek a knowledge of it than as though driven to it merely to escape blame.

The *Expense* of this plan is next to be considered. This will include the price of the copy books, the gratuity to the master, and the superintendance. The expense of the copy books at Serampore including the paper, the printing, the covers and making, amounts to a Rupee for about Twenty-five, of forty-eight pages each. If two be written monthly by each pupil, or, (holidays and other interruptions considered,) twenty be written out in the year, this will be an expense of about Thirteen Annas. The gratuity, at an Anna monthly for each boy who neatly writes two copy books, will be Ten Annas for the twenty written in the year. The superintendance, the carriage of the books, &c. may be estimated at a Rupee annually for each pupil. Including contingencies then, about Two Rupees Eight Annas would cover the annual expense of each pupil. If there were Twenty boys thus writing in a school, this would be Fifty Rupees annually; but as in this case the school would probably contain from Seventy to Eighty children, all of whom would ultimately come under this regimen, although the expense of the other sixty would be previously borne by the parents, this would in reality be only *Fifty* Rupees for from *Seventy* to *Eighty* boys

placed in a train of efficient instruction; and this sum paid only for actual progress, *little more than Ten Annas annually for each child under instruction.* What a cheering consideration would it be to any gentleman could he feel assured that a Hundred Rupees contributed annually, would in effect bring a *hundred and fifty children* under valuable instruction; and for a generous public to reflect, that every Thousand Rupees subscribed to this object, would secure the instruction of a still greater number of children.

By a plan of this nature then, the parents might be brought cheerfully to bear their part of the expense of educating their children; the labor of obtaining ground, of erecting school houses, of collecting a school and constantly keeping up its numbers, would remain with the master as his proper care; and nothing would remain on the public but the expense of providing books, of gratuities to the master, and of superintending these schools. The work of Superintendance would also be greatly simplified. It would lie chiefly in examining the copy books as to their being neatly and correctly written, and written by different boys; in questioning the boys monthly on the contents of them as epitomized in the last page; and in affording occasional assistance to the master in regulating his school. Yet from these schools, from the quantity of matter gradually written and digested if not committed to memory, all that fruit would be produced which can be reasonably expected from Native Schools in point of proficiency in reading, penmanship, and orthography, while the pupil's carefully perusing and copying twelve or fourteen pages every month, would fill their minds with new ideas, furnish matter for constant reflection, and lay the foundation for any future extension of knowledge which their circumstances would admit.

The simplicity of this plan, would facilitate the extension of knowledge *throughout the country*. To realize it any where, the formation of Societies, so difficult in most places from the fewness of Europeans, is by no means necessary. Any Gentleman might at a small expense improve the Native Schools in his own neighbourhood. It would be only for him to inform the masters that he would furnish them with these copy books gratis, and give them an Anna (or any other sum,) for every boy who wrote two of them out neatly and correctly every month on their being examined, and they would quickly flock around him. Mean while the examination of these copy books is so easy from their having the sentences printed in them, that a gentleman might get it done by any trusty native servant, who could judge of a good hand-writing; and a monthly interrogation in his own presence relative to the questions subjoined to each of the books, would both ascertain their improvement, and stimulate them to further progress. The expense of any gentleman's thus rendering efficient three or four native schools around him, would be a mere trifle; and thus the benefits of education might be gradually extended over the whole country.

This plan is far from being wholly an untried one. Early in the year the Committee, having attempted it in a few schools, determined to make a trial of it upon a more extensive scale, that they might be enabled to judge how it would be received by the Native schoolmasters around them. For this purpose they first printed the *Dig-durshuna* or Miscellaneous Selection of facts and maxims, on the alternate pages of a set of Copy books, leaving room for each portion to be written thrice in a fair hand, as already described. They then printed the Introduction to the Solar System, which was comprized in three copy books. And finding the Geographical Treatise

too bulky for such an arrangement, they selected the most important parts of it, which they expect will be brought into about ten of these copy books.

Having thus prepared the materials, they made known the plan among the various schoolmasters in the villages around. In the course of two or three months they found the number of masters who wished to adopt this plan amount to nearly *Two Hundred*. All these however they were unable to supply. They therefore accepted the applications of about a Hundred, deferring the rest and the reception of all further applications, till they could ascertain through their next Report the feelings of the public mind on this important subject. In these schools, to which, in addition to those supported by the Institution, they have been constrained to confine themselves for the present, the children who write on paper somewhat exceed Two Thousand, forming on the average about twenty-one in each school. Of these some have written out the first copy book, some the second, and some the third, of the *Dig-durshuna* series. They would have gone farther, but the want of paper in sufficient quantity, has occasioned some little delay.

Thus far then they have proceeded in the experiment, and they have reason to think that the success will not disappoint their expectations. As before remarked, the natives in general are not averse to paying the master's stipend in their own schools; and to those who reflect closely on the subject, it will appear, that the benefits of education can be extended throughout the whole of a country, only by nourishing principles of this nature, there being no instance wherein the whole of a population has been educated gratuitously, any more than thus fed and clothed. Such a circumstance would be

far less advantageous indeed to a people capable of supporting themselves with so much ease, than the encouragement of a spirit of self-exertion.

While the Committee however intend this year to make a full trial of this plan, they consider it merely as an experiment; it is by no means their intention to *give up those schools wholly supported by the Institution,* should the Public generously continue their aid. It is only in the event of the other plan's being found fully to meet the grand object in view, that they intend to make any alteration in their present plan of schools.

The Committee have now without reserve laid before the public the attempts they have made both to preserve and improve that knowledge of reading obtained by those who have for ever passed the period of life in which the acquisition can be easily made, and to impart knowledge to the rising generation at the least possible expense to the public. The only thing remaining to be considered is, the best method of communicating a higher degree of knowledge to youth of superior capacity, so as to fit them for becoming eminently useful to their own countrymen. That native youth of superior capacity are to be found is certain; and that they deserve superior cultivation will as little be doubted, as that there are superior situations in the country into which they might be introduced, and which are now occupied by natives of little general knowledge. Were one, the best and ablest, to be selected annually from each school for this purpose, the first talents of the whole country might soon be cultivated to any extent likely to promote the future good of society.

For the sake of such youth the Committee of the New

College at Serampore have so framed the plan of that Institution, which in the first instance receives those Native Youth whose relatives may have professed Christianity, as to admit Native Youth of every description without the least restriction of a religious nature, it being a fundamental rule, *that no student shall be constrained to attend any lecture to which he shall feel the least objection on a religious account; and that nothing shall ever be enjoined as the condition of pursuing any branch of knowledge, which in any way infringes on the Cast or Religion of any youth who may be sent there.* Every idea contrary to this has originated wholly in mistake; while native Christian youth are instructed in the Scriptures according to *their* religious persuasion, the same course is observed respecting every other native youth which is observed in the Native Schools, where every one is left to his own ideas relative to both cast and religion. Here then youths judged capable, may in their own language improve their minds to any extent which may appear desirable, it being the intention of those who conduct this College, ultimately to provide means for the instruction of Indian youth in every branch of knowledge peculiarly suited to promote the welfare of India. Were fifty of the ablest youths therefore, annually selected from these schools and enabled to apply to various branches of knowledge, their board and clothing while at College, which would scarcely exceed Four Rupees monthly, might be easily met by a small Fund for this purpose; and thus the highest degree of cultivation might be given to a select number which it might be at any time desirable to impart.

Should any enquire whether it be intended [illegible] of these youth in the English language, the C[illegible] that they intend it only in particular cases, [illegible] likely to equal the expense of the culture.

vantage arising from the study of English by native youth, their enriching their own language with the treasures contained therein, can never be effected by a light and superficial knowledge of English; if they are to become efficient in transfusing ideas into their own language, (without which they are of little value), it is necessary that they continue at the study for a series of years; as for this purpose a superficial knowledge of English is far worse than none. But by what means can they in a land of liberty be *detained* at this study for such a course of years? A Tenth part of such a degree of knowledge will be sufficient to fit them for English copyists; and to expect that when they fancy themselves qualified for that lucrative line of life, they should forego its advantages and prosecute their studies year after year solely with a view to the public good, is certainly to expect to gather grapes of thorns.

It is chiefly from those opulent natives who study English from a love to the language and the knowledge it contains, whose wealth raises them above need and allows them full leisure to prosecute their studies, that we can expect much additional assistance in transfusing ideas from the English into their own language. We are ready to fear that attempts to create such assistance by gratuitous English instruction to the poor, will end in little more than an increase of copyists, with whom the metropolis already swarms, and the number regularly supplied of whom from year to year, far exceeds the demand. A native youth who shall have spent seven years in filling his mind with every kind of knowledge through the medium of his own language, will feel far less incitement to leave his studies from lucrative views, than a youth who may have studied English only six months. His mind may be stored with ideas which may render him almost a luminary amidst his

own countrymen, and still there will be nothing in his acquisitions to poison his mind with the inordinate hope of gain. These considerations, with others which want of room forbids mentioning, incline them rather to impart solid knowledge in the native languages, and to encourage native youth to the study of the English language in those circumstances alone wherein it can be made the means of a deep and thorough acquaintance with science.

They beg leave now to mention with the most lively gratitude, that a few months ago the Most Noble the MARQUIS OF HASTINGS was pleased to invite them to extend their operations to the various provinces, included under the general name of *Rajpoothana*, which are lately brought within the sphere of British influence, and which are in a state of ignorance and demoralization scarcely to be credited. His Lordship was pleased to accompany this invitation with a donation to the Institution of Six Thousand Rupees to be exclusively applied to the support of schools in Rajpoothana. In consequence of this munificent encouragement, they have prepared the first of the Elementary Tables with the Deva-Nagaree types they had previously provided; and aware that the most efficient superintendance is necessary there, they have engaged Mr. Jabez Carey, who was for some time Superintendant of Schools at Amboyna, and filled that office to the entire satisfaction of the Resident, W. B. Martin, Esq to proceed to Rajpoothana in the same capacity, that he may on the spot both train up teachers and establish schools. He is in the first instance destined to Ajimere, where he will probably make the first effort and from thence proceed to establish schools around him to any extent which the encouragement given this plan shall enable the Committee to realize.*

* While the Report was in the press Mr. J. Carey departed for Ajimere, (Nov. 12th.)

As the schools in Rajpoothana will however be kept entirely distinct, that the munificent donation of His Lordship may be applied to these alone, any sum which any gentleman may be pleased to subscribe to that particular department of schools, will be applied thereto with the utmost faithfulness; and as the expense of the schools which may ultimately be established there, including the salary of the European Superintendant, will be considerable, donations for the support of these schools will be welcomed with gratitude.

The Committee now beg leave to return their warmest thanks to the public for the generous and increased support the Institution has this year experienced, relative to its general operations. And while they feel the highest gratitude to their own countrymen for their goodness; they cannot but rejoice in the great accession of Native Benefactors to the Institution, now almost equalling in number those of our own countrymen, a circumstance, in which every friend of humanity will rejoice whatever may be the occasion, or however small the amount of each individual donation: but when this spirit of liberality manifests itself in encouraging Native Schools, its value is enhanced far beyond its amount in a pecuniary point of view.

They beg leave further to mention with peculiar gratitude, the united efforts which have been made to extend the plan for schools by the gentlemen in the district of Tipperah, who have been pleased, in addition to erecting schools in Comillah, to remit Five Hundred Rupees in aid of the general operations of the Institution: and to advert to those of the gentlemen at Dacca, where they rejoice to hear that an attempt of the same nature is in contemplation. To numerous other gentlemen, they feel their thanks particularly due; but

when they reflect on the generous manner in which support has been transmitted to the Institution from almost every part of India, they feel themselves deeply indebted to so many of their countrymen, that to particularize seems scarcely practicable.

Of the state of the Funds the Committee wish they could speak with more pleasure, but the statement at the end will shew that, after every exertion, *the Institution is more than Four Thousand Five Hundred Rupees in arrears.* The Committee have carefully endeavored to curtail expense, and for that purpose have used every means that appeared practicable, which will appear probable when it is considered, that Eight Thousand Five Hundred Children, (and including those occasionally attendant, above Ten Thousand), have been instructed for less than Nineteen Thousand Rupees. They have given up every school, which it appeared unwise to continue; but they felt unable to resist intreaties where the number of children was great, particularly when they knew that, till the native schools can be improved, nothing is to be expected from them tending to enlighten the mind. Unless the new plan they have contemplated therefore should enable them, they scarcely know how to drop any of the schools they have so long supported, when the children are in the midst of their course of learning, some advanced eighteen months, some twelve, and some not six months, to abandon whom would be to consign them to darkness and ignorance to the end of life. They therefore beg leave respectfully to appeal anew to the liberality of the public, humbly hoping that while they are endeavoring to realize a plan for rendering efficient the vast sum expended by the natives themselves in the education of their own children, they shall not be constrained to surrender again to ignorance, those children to whom they have begun to impart the blessings of

instruction. Had they been inattentive to the due application of the public liberality, or neglected to study the most efficient means of applying it, they should hesitate in thus intreating public support; but when they have exerted themselves in every way they have been able, to gain an accurate knowledge of the subject, to ascertain the best methods of imparting instruction, and to provide the most efficient means of realizing them, they trust that a generous and discerning public will not permit the Institution to sink for want of due support. If indeed they had contented themselves, in this case, with merely applying the contributions of others, they should feel less confidence in thus appealing to the public generosity; but in contributing this year they have themselves gone to the utmost limits of their own ability, as Five of the Sixteen Thousand Rupees have been furnished from their own funds; and in such a cause they would gladly have gone farther, could it have been done consistently with other calls on them which they have constantly to answer. In the assured hope therefore, that as long as they shall faithfully apply the public liberality in as economical a manner as they are able, they shall not ask for public support in vain, (and longer they do not request it,) they conclude with their warmest thanks to the public for the confidence with which they have hitherto been honored.

Signed by order of the Committee of Managers,

J. MARSHMAN, *Secretary.*

APPENDIX.

State of the Schools under the superintendence of the Institution, from Nov. 1, 1817, to Oct. 31, 1818.

VELLUSHA-POORA. Average 41.——5 have written out the Jyotish, the Letters, and the Dig-durshuna; 16, the Letters, and the Dig-durshuna; and 19, the Letters only. The rest are employed in the Elementary parts.

NA OR GUNJ. Average 113 ——16 have written the Jyotish, the Shastra Puddhuti, the Letters, and the Dig-durshuna; 22, the Jyotish, the Shastra Puddhuti, and the Letters; 27, the Letters, and the Shastra Puddhuti; and 37, the Jyotish alone; the remainder in the inferior lessons.

CHATURA. Average 71.——9 have written the Jyotish, the Letters, and the Dig-durshuna, 10, the Jyotish, and the Letters, 34, the Letters; the remainder engaged with the Spelling Lessons.

RAMU KRISHNA POORA. Average 48 ——4 have written the Nittee Shuva, the Letters, and the Dig-durshuna; 9, the Letters, and the Dig-durshuna; and 23, the Dig durshuna; the remainder in the inferior lessons.

MAHESHA. Average 67 ——16 have written the Jyotish, the Shastra Puddhuti, the Letters, and the Dig durshuna; 27 the Jyotish, and the Letters; and 9, the Letters; 12 employed in the Spelling Lessons of five Syllables; the remainder on the Banan and Phalas.

ICHTHA POORA. Average 85.——9 are engaged in writing the Dig-durshuna, and 14 in the Five Syllables; the rest on the Banan and Phalas.

CHINAMOORA removed to NANDA. Average 61.——18 are engaged in writing the Dig durshuna, 11 are employed in the five syllables, and 19 have advanced to the four syllables; the rest in the Banan and Phalas.

BURRISHA. Average 66.——4 have written the Jyotish, the Shastra Puddhuti, the Letters, and the Dig-durshuna, and 10, the inferior lessons of the Dig-durshuna; 11 are employed in the Spelling Lessons of five syllables; the remainder in the Elementary parts.

NUNG-GHAUT. Average 113 ——11 have written the Letters, 46 are employed in the Letters; the rest on the Banan and Phalas.

KADOGACHER. Average 82.——16 have written the Jyotish, the Shastra Puddhuti, the Letters, and the Dig-durshuna; 23, the Jyotish, and the Letters; and 38, the Letters only, the remainder on the Elementary parts.

NOA PARA. Average 59.——5 have written the Jyotish, the Shastra Puddhuti, the Letters, and the Dig-durshuna, 7, the Shastra Puddhuti, the Letters, and the Dig durshuna; 16, the Letters and the Dig durshuna; and 23, the Letters only; the rest employed on the Elementary Tables.

BIGHETER. Average 41.——2 have written the Jyotish, the Letters, and the Dig durshuna; 10, the Jyotish, and the Letters, and 24, the Letters only; the remainder on the Banan and Phalas.

KHURUSURAI. Average 77.——5 have written the Jyotish, the Shastra Puddhuti, and the Letters; 22, the Jyotish and the Letters; and 25, the Letters only; the remainder in the Spelling Lessons.

BALI. Average 107.——15 have written the Jyotish, the Shastra Puddhuti, the Letters, and the Dig durshuna; 17, the Jyotish, the Letters, and the Dig-durshuna; 21, the Jyotish, and the Letters; and 28, the Letters only; the rest on the Elementary Tables.

KHURUDU. Average 69.——4 have written the Jyotish, the Shastra Puddhuti, and the Letters; 17, the Jyotish, and the Letters, and 34, the Letters only; the remainder on the Banan and Phalas.

KONA NUGURA. Average 71 ——12 have written the Jyotish the Letters, and the Dig durshuna, 15, the Letters, and the Dig durshuna; and 30, the Dig-durshuna only; the remainder on the Spelling Lessons.

BURA. Average 51.——19 have written the Shastra Puddhuti, the Letters, and the Dig durshuna; and 23, the Letters only; the rest on the inferior lessons.

NIHATEE. Average 47.——9 have written the Jyotish, the Shastra Puddhuti, the Letters, and the Dig durshuna; 4, the Jyotish, the Letters, and the Dig durshuna, 11, the Jyotish, and the Letters; and 10, the Letters only; the rest on the Elementary parts.

ANUNDA NUGURA. Average 67.——3 have written the Jyotish, the Shastra Puddhuti, the Letters, and the Dig-durshuna, 10, the Jyotish, the Letters, and the Dig durshuna; 18, the Letters, and the Dig durshuna; and 22, the Dig durshuna only; the remainder on the inferior lessons.

KULACHURA. Average 43.——6 have written the Shastra Puddhuti, the Letters, and the Dig-durshuna; 18, the Dig durshuna only, 11 are engaged in the Spelling Lessons of five Syllables; the rest employed with the Banan and Phalas

GUNGADHURA POORA. Average 37 ——10 have written the Letters, and the Dig durshuna; and 13 the Dig durshuna only; the remainder in the Elementary parts.

AGURA PARA. Average 89.——11 have written the Letters and the Dig-durshuna; 23 the Dig-durshuna only, 10 engaged with the five syllables; and 11 in the three syllables, the rest on the Banan and Phalas.

NATA GUREE. Average 49.——10 have written the Letters, and the Dig-durshuna; and 12 the Dig-durshuna only; the remainder engaged in the Banan and Phulas.

GOVINDA POORA. Average 46.——7 have written the Dig-durshuna only, 12 occupied in the Spelling Lessons of five syllables; the rest in the Banan and Phulas.

SHIAHALA. Average 64.——3 have written the Jyotish, the Shastra Padhuti, and the Letters, 13, the Jyotish, and the Letters; and 39 the Letters only, the remainder on the inferior lessons.

HURI PALA. Average 198 ——42 have written the Letters, and the Dig-durshuna, and 73, the Letters only; 24 are occupied with the Lessons of five syllables, 39 with those of three syllables, and 11 with those of two syllables, the rest on the inferior lessons.

BELLARAMA POORA. Average 48 ——11 have written the Letters, and the Dig-durshuna, and 21, the Dig durshuna only; the rest on the inferior lessons.

PANDURA. Average 64.——7 have written the Letters, and the Dig-durshuna; and 23, the Letters only, the rest on the inferior lessons.

NESIBA POORA. Average 54 ——5 have written the Dig durshuna, and the Letters; and 15, the Letters only, 11 are occupied in the Spelling Lessons of three syllables; the rest on the inferior lessons.

NIMIE. Average 50 ——10 are employed in writing the Dig durshuna; 11 on the Spelling Lessons of five syllables, and the rest on the Banan and Phulas.

SOME NUGURA. Average 42.——16 are engaged in writing the Dig durshuna; the rest engaged with the Elementary parts.

MUDHOO VATEE. Average 52.——6 have written out the Letters, and the Dig durshuna, and 10, the Dig durshuna only, 11 are on the Spelling Lessons of two syllables; the rest on the Banan and Phulas.

JHAPURUDUR. Average 63 ——7 have written the Letters and the Dig-durshuna, and 13 the Dig durshuna only; 9 are occupied in the Spelling Lessons of four syllables, and the rest in the Banan and Phulas.

KHALA, No. 1. Average 109.——18 have written the Letters, and the Dig durshuna; 20 are engaged on the Spelling Lessons of five syllables, 29 on those of four syllables, and the rest on the inferior lessons.

GOPALA NUGURA. Average 90.——9 advanced to the Spelling Lessons of five syllables; 17, to those of four syllables; 27, to those of three syllables; the remainder engaged on the Banan and Phulas.

VERA-VAREE. Average 98.——20 engaged in writing the Dig-durshunu; and 23, the Letters; 15 are occupied in the Spelling Lessons of four syllables; the rest on the Elementary parts.

VUNA MOOGLI. Average 48.——10 have written out the Jyotish, the Letters, and the Dig-durshuna, 14, the Letters, and the Dig durshuna; and 19, the Dig-durshuna only; the rest on the inferior lessons.

MUSSAT. Average 80 ——3 have written the Letters only; 9 are occupied in the Spelling Lessons of five syllables; and 19, in those of two syllables; the rest on the Banan and Phulas.

KASSUNA RAMA-POORA. Average 84.——11 are occupied in the Spelling Lessons of two syllables; the rest on the inferior lessons.

PATOOLA. Average 65.——25 are employed in writing the Letters only, the rest engaged with the Elementary parts.

KAMARA-KOONDA. Average 100.——11 have written the Letters, and the Dig durshuna; and 31 the Letters only; the remainder engaged with the inferior lessons.

DHANA HANA. Average 85.——6 have written the Jyotish, the Letters, and the Dig durshuna; and 20, the Letters, and the Dig durshuna; the rest engaged with the Elementary parts.

GOPALA POORA. Average 82 ——11 have written the Letters, and the Dig-durshuna; and 28, the Letters only; the rest are occupied with the inferior lessons.

DURJJENA-DER. Average 59 ——20 have written the Letters, and the Dig durshuna; and 20 the Dig-durshuna only; the rest on the Elementary Tables.

RUGGONATHA POORA. Average 43.——11 have written the Letters and the Dig-durshuna; and 17 the Letters only; the rest are engaged with the inferior lessons.

VASHAI-NA PARA. Average 47.——10 have written the Dig durshuna only; 9 engaged with the Spelling Lessons of five syllables, 10 with the three syllables; and the rest with the Banan and Phulas.

SARA. Average 82.——6 have written the Letters, and the Dig-durshuna, and 16, the Dig-durshuna only; 11 are occupied in the Spelling Lessons of four syllables; the rest with the inferior Lessons.

PHOORA PHOORA. Average 49.——10 advanced to the Spelling Lessons of five syllables; 14, to those of four; and 20, to those of three, the rest in the inferior lessons.

VUNA ROPARA. Average 55.——12 are employed in writing the Dig durshuna; 14 occupied in the Spelling Lessons of four syllables, and the rest engaged with the inferior lessons.

HARDURA. Average 112 ——27 are engaged in writing the Letters; 12 occupied in the Spelling Lessons of five syllables; 17 on those of three syllables, and the rest on the Banan and Phulas.

DATORA. Average 95.——10 are occupied in the Spelling Lessons of five syllables, 12 on those of four syllables, the rest on the inferior lessons.

PRISADA POORA. Average 25 ——8 are occupied in the Spelling Lessons of two syllables, the rest on the Banan and Phulas.

GOPINATHA POORA Average 117 ——14 have written the Letters, and the Dig durshuna, 14 are occupied in the Spelling Lessons of five syllables, the rest on the inferior lessons.

YADUVA SAHA. Average 134.——7 have written the Letters, and the Dig durshuna, and 16 the Letters only, 14 have advanced to the Spelling Lessons of five syllables, and 32 to those of four; the rest on the inferior lessons.

MUNDULIKA. Average 100 ——13 have written the Letters, and the Dig-durshuna, and 17, the Dig durshuna only, 13 are on the Spelling Lessons of five syllables, and 24 advanced to those of four; the rest on the inferior lessons.

TURA JUGUT MUGURA. Average 61 —15 on the Spelling Lessons of five syllables, and 28 advanced to those of three, the rest employed with the inferior lessons.

KRISHNA MUGURA Average 102 ——12 are employed in the Dig durshuna, 13 in the Spelling Lessons of five syllables, and 43 advanced to those of four, the remainder on the Banan and Phulas.

AT POORA, No. 1 Average 64 —12 occupied in the Spelling Lessons of five syllables, 20 advanced to those of four; and 25 to those of three, the rest on the inferior lessons.

KAKOORIYA Average 82 ——8 are employed in writing the Letters, 16, in the Dig durshuna, 17 advanced to the Spelling Lessons of five syllables, and 27, to those of three, the rest in the Ekonachary Parts.

JHIKIRA Average 95 —9 have written out the Letters, and the Dig-durshuna, 12 have advanced to the Spelling Lessons of five syllables, and 49, to those of four syllables, the remainder on the inferior lessons.

BRAHMUNA PARA Average 61 ——10 are engaged in the Dig durshuna 6 advanced to the Spelling Lessons of Four syllables; and 18, to those of three syllables, the rest in the inferior lessons

JUVA-MUGURA. Average 108.——12 have written the Letters, and the Dig-durshuna, 12 have advanced to the Spelling Lessons of five syllables, and 54 to those of three syllables, the rest in the inferior lessons.

SHYAMA-POORA. Average 109.——6 have written the Letters, and the Dig-durshuna; and 8 the Letters only; 16 are occupied in the Spelling Lessons of five syllables, and the remainder with the Banan and Phalas.

JUYA KRISHNA POORA. Average 38 ——10 advanced to the Spelling Lessons of three syllables, the rest employed in the Elementary parts.

BIAGACHEE. Average 88 ——7 have written out the Letters and the Dig-durshuna, and 25, the Dig durshuna only, the rest on the Elementary parts.

AMOACHEE. Average 90.——30 have written the Letters, and the Dig-durshuna, and 35, the Letters only, the rest with the Elementary parts.

RAMA-NUGURA. Average 108.——14 have written the Dig-durshuna, 11 are employed on the spelling Lessons of three syllables, and 52 advanced to those of two syllables, the rest on the Banan and Phalas.

BALIYA. Average 131 ——22 have written the Dig durshuna, 19 are occupied with the Spelling Lessons of three syllables, and 43 with those of two syllables; the rest on the Panan and Phalas

NUBAB-POORA. Average 56 ——11 occupied with the Spelling Lessons of four syllables, 32 advanced to those of three syllables, the rest on the Banan and Phalas.

VASOODEVA POORA. Average 93 —— 13 are engaged in writing the Letters; 16 engaged in the Spelling Lessons of three syllables, 44 advanced to those of two syllables, the remainder on the Banan and Phalas.

SOLA HURISHA POORA. Average 59 ——10 advanced to the Spelling Lessons of five syllables; 18, to those of three syllables, the remainder on the Banan and Phalas.

NANNA. Average 123.——30 have written the Letters and the Dig durshuna; and 15 the Letters only, 12 are on the Spelling Lessons of five syllables, the remainder occupied with the Panan and Phalas.

DURHUR POORA. Average 69.——22 have written the Letters and the Dig-durshuna, and 25, the Dig durshuna only, the remainder employed with the Elementary parts.

DURHINSHOOR Average 98 —— 16 are engaged in writing the Dig durshuna; 15 on the Spelling Lessons of five syllables; the rest on the Banan and Phalas

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Some of the Schools mentioned in the last Report have been removed from one village to another, and others have been discontinued, because of the incapacity of the masters, or from their being at too great a distance

from others to be superintended without great expense. In the room of these the following have been established.

New Schools since the last Report.

AT POORA, No. 2. Average 150 ——31 are engaged in writing the Dig-dursh'una; 17 occupied with the Spelling Lessons of five syllables; 3 have advanced to those of four syllables, 45 to those of three syllables, the remainder in the Banan and Phalas.

KIKALA, No. 2 Average 125 ——9 employed in writing the Dig-dursh'una 15 engaged in the Spelling Lessons of five syllables; 39 advanced to those of four syllables; 55 to those of three syllables, the rest in the Banan and Phalas.

BORALE. Average 47.——13 occupied with the Spelling Lessons of four syllables, 25 advanced to those of three syllables, the remainder with the Banan and Phalas.

ARRADAW. Average 68.——2 have written out the Jyotish, the Letters, and the Dig dursh'una, and 11 the Dig-dursh'una, 17 are occupied with the Spelling Lessons of five syllables, the rest on the Banan and Phalas.

MONREHAM POORA. Average 60 ——12 have written the Letters, and the Dig dursh'una, 12 are engaged in the Spelling Lessons of five syllables, 15 advanced to those of four syllables, 7 engaged in those of three syllables, the rest on the Banan and Phalas.

BISHORPARA Average 39 — 8 occupied with the Spelling Lessons of four syllables, 7 advanced to those of three syllables, 10 to those of two syllables, the remainder on the Banan and Phalas.

DIGERAW. Average 40 5 have written the Jyotish, the Letters, and the Dig dursh'una, 8 the Jyotish, and the Dig dursh'una; and 10 the Dig-dursh'una only, 7 are engaged in the Spelling Lessons of five syllables, and 6 in those of four syllables, the rest on the Banan and Phalas.

BAGANDA Average 82.—— 20 are engaged in the Dig dursh'una, 10 advanced to the Spelling Lessons of five syllables, 43 engaged in those of four syllables, and 8 in those of three syllables, the rest on the Banan and Phalas.

ROMONATH POORA. Average 77 — 9 have written out the Jyotish, the Letters, and the Dig dursh'una, 14 the Jyotish, and the Dig-dursh'una; and 22 the Dig-dursh'una only, 10 occupied with the Spelling Lessons of four syllables, and 16 advanced to those of three syllables, the rest on the Banan and Phalas.

AHOOEA. Average 58.——23 advanced to the Spelling Lessons of five syllables, 9 engaged in those of four syllables; and 21 in those of three syllables; the rest on the Banan and Phalas.

DEWANBHURRY. Average 36.——25 engaged in the Spelling Lessons of two syllables, the rest on the Banan and Phalas.

Schools re-opened at the request of the inhabitants since the last Report.

RISHRA. Average 85.——20 are employed in writing the Dig-durshuna, 18 engaged in the Spelling Lessons of three syllables; 28 advanced to those of two syllables, the rest on the Banan and Phulas.

BELGHAREEA. Average 46.——5 are engaged in writing the Dig durshuna; 9 occupied with the Spelling Lessons of five syllables; 12 advanced to those of four syllables, 18 to those of three syllables; the rest on the Banan and Phulas.

NALEEKOOL. Average 52.—— 4 advanced to the Spelling Lessons of four syllables; 13 to those of three syllables, 30 to those of two syllables, the rest on the Banan and Phulas.

KINKORDATEE. Average 60 ——5 engaged in the Spelling Lessons of five syllables, 10 advanced to those of four syllables, 18 to those of three syllables; 22 to those of two syllables; the rest on the Banan and Phulas.

KADATI. Average 10.——None advanced beyond the Banan and Phulas

BELLOTEE. Average 51 ——6 are employed in writing the Dig durshuna, 10 have written the Letters, 9 engaged with the Spelling Lessons of four syllables, 13 have written to those of three syllables, the rest on the Banan and Phulas.*

Schools under the Patronage of particular Gentlemen.

KULINGA, under the patronage of J. H Harington, Esq.

DWARA HATA, under the patronage of R. Richardson, Esq.

These two schools contain together 240 children.

Number of Children in the Schools at Cutwa, Nov. 1st.

MAGAGHAMA, Average	76 Children.
CHANDAI, Average	107 ditto.
KARAY, Average	119 ditto.
SALGTARA, Average	59 ditto.
DEWAN GUNJ, Average	35 ditto.
DIGHALT, Average	170 ditto.
RAM KRISHNA POORA, Average	70 ditto.
CHURPURNEE, Average	44 ditto.
ALGAR DARP, Average	119 ditto.
CUTWA, Average	30 ditto.
KAGHATEE, Average	25 ditto.
Total	854 Children.

In these numbers the last is of course inclusive of all the children who have made a higher progress in the same department.

State of the Schools in Dacca and its vicinity.

TATTERY BAZAR ——5 employed in the Alphabets, 21 in the Banan and Phulas; and 16 in accounts and reading the Scriptures.

BOR GOW. ——9 in the Alphabets, 39 in the Banan and Phulas, and 17 in accounts and reading the Scriptures.

THATHY-BAZAR.—— 7 in the Alphabets, 50 in the Banan and Phulas; and 53 in accounts and reading the Scriptures.

DEIG BAZAR ——11 in the Alphabets, 71 in the Banan and Phulas; and 32 in accounts and reading the Scriptures.

SUTHRAPORE ——7 in the Alphabets; 46 in the Banan and Phulas, and 24 in accounts and reading the Scriptures.

DHIAGUNJ ——15 in the Alphabets, 39 in the Banan and Phulas; and 21 in accounts and reading the Scriptures.

BARRENDIAH —30 in the Alphabets, 30 in the Banan and Phulas, and 10 in accounts and reading the Scriptures.

Subscribers and Benefactors.

1818.

The Most Noble the Marquis of Hastings, K. G.
For *Rajp of Isara* ..... Sa. Rs. 6000
For the general purposes of the Institution, ... 500
The Honourable Sir E. H. East, Knt. (*Annually*) 100
The Honourable Sir F. Macnaghten, Knt. (*Annually*) .. 100
The Honourable Sir A. Buller Knt. (*Annually*) 100
The Honourable G. Dowdeswell, ... 100
Major General Sir D. Ochterlony, K. C. B. (*Annually*) 100
Brigadier General Sir J. Malcolm, K. C. B. 300

	Rs.	As	P.
A Friend to the Institution,	50	0	0
Ahmuty, J. Esq. (*Annually*)	48	0	0
Alexander, H. Esq. (*Annually*)	240	0	0
Angus, J. Esq.	20	0	0
Ananda-Chandra-Ghosha, (*Annually*)	16	0	0
Arrow, Capt. (*Annually*)	18	0	0
Ashe, Maj.-Gen. St. G. (*Annually*)	100	0	0
Askew, T. Esq.	25	0	0
Athanass, M. Esq.	100	0	0
Athanass, Mr. J.	25	0	0
Balfour, Mr. A. G.	16	0	0
Bayley, W. B. Esq. (*Annually*)	200	0	0
Bayley, W. B. Esq.	200	0	0
Beatson, Capt.	100	0	0
Bellingham, Major H. (*Annually*)	40	0	0
Bellingham, Major H.	40	0	0
Blaquiere, W. C. Esq.	40	0	0
Bourdieu, Lieut. J.	20	0	0

	Rs.	As.	P.
Breen, J Esq. (*Annually*) - - -	50	0	0
Broughton, Major, (*Annually*, - - -	48	0	0
Brown, J C. Esq. - - - - -	32	0	0
Brownrigg, Capt. - - - - - -	50	0	0
Bruce, C. K Esq (*Annually*) - - -	60	0	0
Bula-Rama-Palu, (*Annually*) - - -	16	0	0
Buller, C. Esq. - - - - - -	100	0	0
Burton, J. C. Esq. - - - - -	25	0	0
Calder, J. Esq (*Annually*) - - -	100	0	0
Campbell, R. Esq. - - - - -	32	0	0
Charlesworth, J. Esq. - - - - -	20	0	0
Chastenay, H Esq. - - - - -	50	0	0
Chisholm, G. E q - - - - -	25	0	0
Chisholm, G W Esq - - - - -	20	0	0
Christian, H G Esq. (*Annually*) - -	100	0	0
Clark, D. Esq - - - - - -	50	0	0
Colvin, A. jun Esq (*Annually*) - - -	50	0	0
Compton, H. Esq. (*Annually*) - - -	50	0	0
Cooke, Lieut. W. P. (*Annually*) - -	20	0	0
Croft, J. W. Esq - - - - -	20	0	0
Crump, Jos. Esq. (*Annually*) - - -	32	0	0
Cruttenden, G Esq. (*Annually*) - - -	48	0	0
Cruttenden, G. Esq. - - - -	100	0	0
Da Costa, G. Esq. - - - - -	20	0	0
Dashwood, T. J Esq. (*Annually*) - -	50	0	0
Davidson, L. A Esq. - - - -	50	0	0
Dent, T. R. Esq. (*Annually*) - - -	20	0	0
Dowie, Lieut. D. (*Annually*) - - -	10	0	0
Droz, H W. Esq. (*Annually*) - - -	50	0	0
Droz, H. W. Esq. (*Annually*,* - - -	48	0	0
Drummond, D. Esq - - - - -	32	0	0
Durell, C. F. J. Esq - - - - -	20	0	0
Dyson, Lieut. H. (*Annually*) - - -	100	0	0

* To the schools at Moorshedabad.

	Rs	As	P.
East, J. B Esq.	50	0	0
Ellerton, J Esq. (*Annually*)	50	0	0
Ellerton, J. F Esq. (*Annually*)	50	0	0
Ellerton, J F. Esq	100	0	0
Eliot, C Esq.	100	0	0
Fair, P. Esq (*Annually*)	16	0	0
Fair, P Esq	32	0	0
Fane, W Esq.	50	0	0
Farrell, W M Esq	20	0	0
Fendall, J Esq *Annually*)	100	0	0
Fergusson, R C. Esq	100	0	0
Fisher, Rev H (*Annually*)	50	0	0
Franklin, Lieut J.	100	0	0
Fraser, G Esq.	30	0	0
Friends to the Institution,	300	0	0
Galloway, Capt A.	50	0	0
Gardener, Dr	30	0	0
Grieson, Dr H	50	0	0
Gilmore, John, Esq.	25	0	0
Gordon, J G Esq *Annually*)	32	0	0
Gordon, J. Esq	50	0	0
Gorton, W Esq.	100	0	0
Grindall, R Esq. (*Annually*)	100	0	0
Gudadhura-Acharya. *Annually*)	25	0	0
Gwatkin, Lieut. E. (*Annually*)	50	0	0
Hardwicke, Col. T (*Annually*)	50	0	0
Hare, Mr. D.	32	0	0
Harington, J. H. Esq.	300	0	0
Hayes, J. Esq.	200	0	0
Helsdingem, C. P. Esq.	10	0	0
Hickman, Lieut. J P	10	0	0
Hindley, E. Esq.	20	0	0

	Rs.	As	P.
Hogue, A. Esq. - - - - - - -	50	0	0
Home, R Esq. (*Annually*) - - -	200	0	0
Imlach, G. Esq - - - - - -	20	0	0
Imlay, Mr J. (*Annually*) - - - -	32	0	0
Inverarity, D Esq - - - - -	16	0	0
Irvine, Lieut F (*Annually*) - - - -	32	0	0
Jameison, J Esq. (*Annually*) - - -	32	0	0
Jenkins, R Esq - - - - - -	100	0	0
Jenkins, E O Esq - - - - -	100	0	0
Johnson, Jos Esq - - - - - -	30	0	0
Kalee-Shunkura-Ghoshala, (*Annually*) - -	50	0	0
Kashee-Nat'ha Varoojya, (*Annually*) -	50	0	0
Kerr, R. Esq (*Annually*) - - - -	24	0	0
Kerr, Mr J (*Annually*) - - - -	24	0	0
Kyd, J. Esq. - - - - - -	50	0	0
Lackersteen & Co Messrs - - - -	50	0	0
Laprimaudye, S Esq (*Annually*) - -	25	0	0
Larructa, M Esq - - - - -	25	0	0
Law, F Esq (*Annually*) - - -	120	0	0
Legacy of the late L. Barretto, Esq through F C Macnaghten, Esq - - - -	200	0	0
Leycester, Mrs - - - - - -	50	0	0
Lindeman, Mr P (*Annually*) - - -	100	0	0
Linstedt, Mr F - - - - -	20	0	0
Lloyd, R B Esq - - - - -	20	0	0
Loch, W. Esq. (*Annually*) - - - -	48	0	0
Lowe, R Esq - - - - - -	50	0	0
Lowther, R Esq (*Annually*) - - -	64	0	0
Macan, A. J Esq (*Annually*) - - -	240	0	0
MacInnes, Major J. - - - - -	100	0	0
Macintyre, D Esq. (*Annually*) - - -	32	0	0
Mackenley, Lieut. H. - - - - -	16	0	0

	Rs	As.	P.
Mackenzie, H. Esq.	100	0	0
Mackenzie, Capt M	20	0	0
Mackenzie, J Esq	30	0	0
Mackillop, J Esq	100	0	0
Mackintosh, E. Esq.	100	0	0
Macnaghten, E C Esq	50	0	0
Macnaghten, W Esq	50	0	0
MacWhirter, J Esq	25	0	0
Maltby, Lieut S. (*Annually*)	25	0	0
Markar, Dr	20	0	0
Martindell, H Esq.	20	0	0
Matheson, Jas Esq	20	0	0
Mathew, H Esq	20	0	0
Maxwell, A Esq	20	0	0
Melville, J Esq	25	0	0
Metcalfe, C. T Esq (*Annually*)	100	0	0
Molony, C A Esq. *Annually*)	100	0	0
Montagu, E S Esq. (*Annually*)	32	0	0
Montagu, Capt H S (*Annually*)	40	0	0
Moody, Lieut	16	0	0
Morley, C Esq (*Annually*)	100	0	0
Moxon, Capt W	25	0	0
Native Officers in the Salt and Revenue Departments at Hidgelee, through L. Pond, Esq	100	0	0
Nosky, E Esq (*Annually*)	50	0	0
Nunda-Koomara-Vusoo, (*Annually*)	50	0	0
Ogilvy, W. Esq.	50	0	0
Oldham, J O. Esq.	50	0	0
Ooma-Churuna-Varoojya, and Tarinee-Churuna-Varoojya, (*Annually*)	50	0	0
Owen, Lieut.	20	0	0
Palmer, J Esq	100	0	0

	Rs.	As	P.
Pariby, Lieut.-Col. (*Annually*)	48	0	0
Pattle, J Esq (*Annually*)	100	0	0
Pauling, Mr R	20	0	0
Petrie, W Esq	8	0	0
Pew, Capt	20	0	0
Phillips, Mr W E	48	0	0
Pigou, H M Esq	50	0	0
Pond, E Esq	25	0	0
Prinsep, H. T Esq	50	0	0
Radha-Kanta-Deva, (*Annually*)	25	0	0
Radha-Madhava-Varoojya, (*Annually*)	50	0	0
Ramsay, the Hon. A. (*Annually*)	48	0	0
Rees, W. E. Esq.	100	0	0
Reid, H. Esq.	100	0	0
Reierson, P. Esq.	25	0	0
Richardson, R Esq (*Annually*)	150	0	0
Roberts, Lieut. A.	20	0	0
Robertson, R Esq.	50	0	0
Robertson, A. Esq.	20	0	0
Robinson, J Esq	32	0	0
Ross, A. Esq.	50	0	0
Roussac, E A. Esq.	20	0	0
Russell, H Esq (*Annually*)	100	0	0
Sage, J. W. Esq. (*Annually*)	80	0	0
Salmon, W O. Esq. (*Annually*)	50	0	0
Sandys, J. F. Esq	50	0	0
Saunders, G Esq	50	0	0
Saunders, R Esq	50	0	0
Scott, D. Esq. (*Annually*)	100	0	0
Serampore Missionaries, (*Annually*)	2100	0	0
Seymour, A. Esq.	32	0	0
Shakespear, H. Esq.	32	0	0
Sherer, J. W. Esq. (*Annually*)	100	0	0

	Rs.	As	P.
Showers, Capt H D	20	0	0
Shuldham, Col T.	50	0	0
Shuldham, Mrs.	50	0	0
Simons, Capt. E (*Annually*)	150	0	0
Smith, W. T Esq. (*Annually*)	50	0	0
Smith, W. Esq. (*Annually*)	32	0	0
Smith, John, Esq.	25	0	0
Smoult, W H. Esq.	24	0	0
Spottiswood, Major R.	32	0	0
Stewart, P. Esq. (*Annually*)	240	0	0
Stewart, Lieut. J (*Annually*)	150	0	0
Strettell, G Esq	20	0	0
Stuart, Dr. C. (*Annually*)	25	0	0
Tapp, Capt. H. T. (*Annually*)	25	0	0
Taylor, J W. Esq.	40	0	0
Taylor, Cornet T. M.	20	0	0
Tillotson, Lieut. J J (*Annually*)	16	0	0
Tillotson, Lieut. J. J	4	0	0
Tod, Capt. James,	200	0	0
Townley, Rev. H.	50	0	0
Trant, W H Esq. (*Annually*)	150	0	0
Trotter, J. Esq.	50	0	0
Trower, C Esq.	32	0	0
Tulloch, Lieut J. (*Annually*)	25	0	0
Turner, Lieut C W.	50	0	0
Turner, John, Esq (*Annually*)	32	0	0
Vincent, Capt.	10	0	0
Vishweshwura-Dutta, (*Annually*)	25	0	0
Wallich, N Esq. (*Annually*)	50	0	0
Wallis, Mr W.	20	0	0
Waring, E. S. Esq (*Annually*)	200	0	0
Wauchope, the late J. Esq.	150	0	0

	Rs.	As.	P.
Williamson, Lieut. J.	16	0	0
Wilson, H. H. Esq. (*Annually*)	60	0	0
Wilson, A. Esq.	20	0	0
Wodsworth, G. Esq.	8	0	0
Wolff, R. Esq.	32	0	0
Wynch, P. M. Esq. (*Annually*)	50	0	0
Young, John, Esq	50	0	0
Young, Lieut. R. R.	32	0	0

Subscribers at Comillah.

	Dns. Rs.	Ans. Rs.
Abdullah,	5	5
Abul Fuzul,	5	7
Abul Hosein,	5	5
Bhola-nat'ha-das Choudhooree,	3	5
Bhirav-anunda-raya Choudhooree,	3	3
Bhirav-chundra-pala,	50	25
Bhirav-chundra Turkubhooshuna pundit,	20	25
Dhunanjaya Laha,	3	1
Gokoola-chundra-bhosha,	4	4
Golam Alee,	15	15
Golam Hosein Alee,	50	40
Golok-chundra Sen,	3	5
Goura-kishora,	2	3
Govurdhun-Mitra Tuhuseeldar,	20	20
Guardian of Hosein Alee,	15	25
Henderson, T Esq	30	0
Hifat Gazee Choudhooree,	2	3
Hosein Alee Choudhooree,	20	25

	Dem. Rs.	Ans. Rs.
Jamal-ooddeen Wukeel,	5	8
Jaya-chandra Ghosha,	6	3
Juswunt Moonshee,	10	25
Kalee-churun Nag Wukeel,	3	6
Kalee-churuna Sen,	2	3
Kalee-dasa, baboo,	25	25
Kalee-kinkur Sen,	2	4
Kalee-Krishna Lubha,	55	50
Kalee-prisada Muzoomdar,	3	1
Kalee-prisada Wukeel,	3	3
Kalee-Shunkura Sen,	10	10
Keerta-chundra-dut,	2	8
Kebul-Krishna Nag,	20	24
Kebul-Rama-das,	10	24
Krishna-Lochuna Choudhooree,	50	25
Krishna-Mohun-pal,	3	8
Lukshmee-kant'ha,	4	8
Mahomed Afzul Choudhooree,	5	10
Mahomed Amoddeen,	10	8
Mahomed ammah Sirrestadar,	10	25
Mahomed Anees,	2	8
Mahomed Anish,	1	5
Mahomed Ashruff Moulavee,	30	30
Mahomed Aumee,	4	5
Mahomed Ittuham Wukeel,	10	15
Mahomed Fiz,	12	25
Mahomed Kamdar Sirrestadar,	15	25
Mahomed Kuveer-ooddeen,	15	24
Mahomed Koresh Mohrur,	3	8
Mahomed Mukeem,	2	8
Mahomed Munoowur,	3	8
Mahomed Mootsooddee,	3	8

	Don. Rs.	Ann. Rs.
Mahomed Ruffee,	2	3
Mahomed Rumjan,	2	3
Mainwaring, T Esq	32	32
Mehunut alee Wukeel,	5	5
Mirza Mahomed kazum alee-khan,	100	25
Monsell, T. E Esq.	30	50
Moonshee Giasoodeen,	8	16
Mrityoonjaya-singha,	2	3
Mudun Mohun-das,	3	5
Mullik Chand,	3	5
Musnud alee,	10	20
Nadur zumah,	3	5
Narayun-Das Moonshee,	8	5
Neelmuni Goopta,	5	5
Nura-Huree-das,	3	5
Nuseer-oodeen Mahomed,	5	10
Oodaya-chundra,	2	3
Peetumbura Moonshee,	5	10
Pinto, Mr A	15	5
Pinto, Mr J D	5	0
Padma-Lochana Sharma,	5	3
Radha-Krishna,	5	10
Radha-Nat'ha Moonshee,	4	4
Raj-chandra,	2	3
Raj-Krishna-Dut,	3	3
Raj-Krishna-raya,	10	10
Ramanund-Sirrestadar,	10	25
Rama-das Choudhooree,	1	3
Rama-Doolal,	3	3
Ramjeya,	2	4

	Rs.	As.
Rama-kanie,	3	2
Rama-kant'ha-lut,	6	10
Rama-lochana,	4	8
Rama-mohun,	13	7
Rama-mohuna chuckruvuttee,	5	5
Ram [illegible]ta Sen,	2	3
Rama-ratna Sirkar,	15	20
Reazoodd[illegible]en Ahmud Moonshee,	10	25
Robinson, Mr A.	5	5
Rajnder,	3	3
Sama-Soondura,	5	10
Sa[illegible]ma-nuya,	3	3
Shree-Dhur,	3	5
Smith, Charles, Esq	100	50
Sookhulal-as,	7	5
Sumbhoo-nat'ha,	2	3
Sumbhoo-nat'ha chu kruvuttee,	3	2
Vrindavuna-hundra-ruya,	50	25

Subscriptions at Huripal.

Anunda-chundra-ghosha	0	8	0
Anunda-chundra-Mookhopadhyaya,	2	0	0
Anunda-rama dhoba,	0	4	0
Ananturam Samant,	1	0	0
Bancharam Mittra,	0	4	0
Chundee-churuna-vusoo,	0	8	0
Chitanya-churuna-Dutta,	1	8	0
Devee-churuna Sirkar,	1	0	0

	Rs	As	P.
Dhuroneedhura-singha,	2	0	0
Doolal-mundee,	2	0	0
Doorga-huruna Mittra,	1	0	0
Doorga-prusa'a-Mittra,	1	0	0
Durpunarayuna Haldar,	1	0	0
Go'uk-chundra-Dalal,	1	0	0
Gopeenat'ha-Mittra,	3	0	0
Gooroo-churuna-vusoo,	1	0	0
Gooroo-churuna-ghosha,	0	8	0
Goun-Huree-Roodra,	0	8	0
Goun-mohun Mookhopadhyaya,	2	0	0
Guyaram-vusoo,	0	8	0
Hura-chundra Vundyopadhyaya,	1	0	0
Hura-chundra Mookhopadhyaya,	2	0	0
Hurseanya Mookhopadhyaya,	0	8	0
Hureenarayuna Mittra,	1	8	0
Hureeraina pundit,	2	0	0
Hurish-chundra-Bhuttacharya,	0	4	0
Juya-deva,	0	8	0
Juya-huree-ghosha,	0	8	0
Jugunnat'ha chukruvurttee,	0	8	0
Jugut-rama Mittra,	0	4	0
Kalachand-mundi,	0	8	0
Kalee-churna-ghosha,	0	8	0
Kanie poddar,	0	8	0
Kanchun-raya,	0	8	0
Khiroo,	1	8	0
Komul-kanta Mookhopadhyaya,	1	8	0
Krishna-chundra Chuttopadhyaya,	3	0	0
Krishna-mohun-singha,	8	0	0

	Rs	As	P.
Lukshmee-narayan Haldar,	1	0	0
Mooktaram Chattopadhyaya,	0	4	0
Mooktaram Mookhopadhyaya,	0	8	0
Mudun,	0	4	0
Nakhur mahomed,	0	4	0
Nemai-chaturma-raya Choudhooree,	1	8	0
Nrai-ich,	1	4	0
Nuva-koo ar Moo'chopadhyaya,	1	8	0
Nura-hure -raya,	2	0	0
Nyava-chandra Mookho adhyaya,	1	0	0
Pelarum-las,	1	0	0
Peetumbur Matt a,	0	8	0
Padma-Lo huna Muzoomdar,	2	0	0
Radha-burana Sirkar,	1	8	0
Radhe-rat'na Mitra,	6	0	0
Raj- hundra Bhuttachurya,	0	8	0
Raj- hundra ghutuk,	1	0	0
Rambhur ghutuk,	1	0	0
Ramchund-bhur,	2	0	0
Ramchund-lutta,	1	0	0
Ram-chund-val,	1	0	0
Ramdhun-vusoo,	1	0	0
Ramdhun-pal,	2	0	0
Ramdhun sirkar,	1	0	0
Ramjuya Chukruvurttee,	0	4	0
Ram-kanta,	0	4	0
Ram-'ochuna Sirkar,	1	0	0
Ram-narayan-lasa,	3	0	0
Ramnidhee kur,	1	12	0
Ram-soduya Mookhopadhyaya,	0	4	0
Ram-Shunkur Chukruvurttee,	0	8	0

	Rs	As	P.
Satcouree Mookhopadhyaya, - - - - -	0	8	0
Shree- urdra Chattopadhyaya, - - - - -	1	0	0
Shree-dhur Bundopadhyaya, - - - - -	1	0	0
Shree- m Mookhopadhyaya, - - - - -	1	0	0
Shumbhoo- hundra-kur, - - - - - -	1	0	0
Sudnunda- aya, - - - - - - -	1	0	0
Sukhund Mittia, - - - - - - -	1	8	0
Tarachund Bhuttacharya, - - - - - -	0	4	0
Tarachund Chakruvurttee, - - - - -	3	0	0
Thakoordas- latta, - - - - - -	0	8	0
Thakoordas- aya, - - - - - - -	0	4	0
Tunoo sirdar, - - - - - - - -	1	4	0
Vishnus-das sirdar, - - - - - -	1	0	0
Vrindavuna-aya, - - - - - - -	2	4	0

STATE OF THE FUND OCTOBER 31, 18[illegible]

Receipts	Rs	As.	P.
By Subscriptions and Donations,	14401	0	0
— Subscriptions from England,	631	3	0
— Proceeds of Mr. Ward's Work on the Hindoos,	2068	12	0
Balance due by the Institution,	4221	10	3
Sa[illegible]	21,[illegible]16	9	9

Disbursements.	Rs	As.	P.
Balance from last year,	3056	8	0
School Master's Wages,	9042	15	4
Superintendence, including expenses of every kind at Serampore,	2788	11	0
Expenses of Translating,	241	0	0
Printing and binding Copy Books,	173	13	9
Cooly hire,	295	1	6
House and ground rent, and repairs,	490	15	1
Mate[illegible]	317	0	0
Printing Reports, Letters, Bills, Manual, Weekly papers, and 400 Copies of the Hints to England,	972	8	0
Postage and Hurkarahs,	353	10	6
Copy Books, Paper, and sticks used in the schools,	1307	15	7
Gratuity to Masters, &c. &c. on the new plan,	128	2	9
Expenses of Establishment Sirkar, Accountant, &c.	487	14	0
Expenses at Cutwa, and Dacca,	1548	2	9
Books, &c. &c. and boat hire to Comillah,	151	3	6
Sa. Rs	21,[illegible]16	9	9

MANAGERS OF THE INSTITUTION.

Rev. W. CAREY, D. D.*

Rev. J. MARSHMAN, D. D.

Rev. W. WARD.

SECRETARY.

Rev. J. MARSHMAN, D. D.

ASSISTANT SECRETARY and GENERAL SUPERINTENDENT

Mr. J. C. MARSHMAN.

SPECIMEN OF THE COPY BOOKS.

Containing the contents of four pages of the Jyotish, or, the Introduction to the Solar System.

1*st page.*—God has so ordained things that all bodies attract each other according to their size

Through this law all large bodies draw to themselves all smaller ones within their sphere of attraction.

Hence the sun attracts the earth and the other planets; and the earth attracts the moon.*

2*d page* - All bodies on the earth are, through the power of attraction, drawn towards the centre of the earth.

By the operation of this law cities, towns, villages, and houses remain firmly on the surface of the earth and are not affected by its diurnal motion

3*d page* The weight which is perceived in different bodies, is produced by the power of attraction.

The earth draws all things to its centre; when a body is lifted up, it is moved in opposition to the earth's attraction, and the body appears heavy

When a stone is thrown into the air, as long as the effect of the motion by which it was thrown, remains, it ascends; when that power is expended, it is attracted again to the earth.

4*th page* The earth is ninety-six millions of miles from the sun; and the rays of light are eight minutes in passing from the sun to the earth

The planets are those bodies, which revolve regularly round the sun, and receive light and heat from him They are, Mercury, Venus, the Earth, Mars, Jupiter, Saturn and the Georgium

* Though it is a fact that the earth and the other planets attract according to their size, it was thought best here to mention only the attraction of the superior bodies, which is essential to understanding the Solar System For the same reason Ceres and Pallas are omitted, and the asteroids lately discovered.

Questions on the foregoing axioms

Q How are all bodies constituted? *A* So as mutually to attract one another according to their size

Q Do large bodies attract smaller ones? *A* Yes, they sensibly attract all the smaller ones within their reach

Q Does the sun attract other bodies *A* It sensibly attracts the earth and the other planets, because it is larger than them all

Q Does the earth attract in any way? *A* It attracts the moon which is smaller than,itself

Q To what point of the earth are bodies drawn? *A* To the centre of the earth

Q Since the earth turns round daily, why do not all things fall off? *A*. They are kept firm by this law of attraction.

Q. Why does a stone ascend when it is thrown up? *A* Because the power which throws it is stronger than the attraction of the earth

Q Why does it fall again? *A*. When the power of its motion is expended, it is drawn downwards by the attraction of the earth

Q How far is the sun from the earth? *A* Ninety-six millions of miles

Q How long is light in coming from the sun to the earth? *A* Eight minutes

Q. What bodies revolve round the sun regularly? *A* The Planets

Q What do they receive from the sun? *A* Light and heat

Q Name the planets? *A* Mercury, Venus, the Earth, Mars, Jupiter, Saturn, and the Georgium.*

* These questions, from the nature of the subject, are more extended than the questions in general.

AN ACCOUNT

OF

THE FREE SCHOOL

IN

CALCUTTA,

AND OF ITS PROCEEDINGS

TO MIDSUMMER, 1818.

CALCUTTA:

PRINTED AT THE GOVERNMENT GAZETTE PRESS, BY A. G. BALFOUR, No. 1, MISSION ROW.

1818.

AN ACCOUNT

OF THE

Free School of Calcutta.

A SHORT address on behalf of the Free School of Calcutta having been some time since laid before the Public, the Patron and Governors of that institution have judged it expedient to renew their appeal to the public attention, by laying before it a somewhat more detailed account of the principles on which the School is conducted, as well as a succinct report of the general proceedings. It may appear useful to this end previously to offer some short account of the "National Society for the Education of the poor in the Principles of the Established Church," instituted in England, in conformity with whose general plans the Free School of Calcutta is now

conducted. It may not be generally known in this Country what extensive benefit has already been derived from that excellent institution, nor what important results may be anticipated from its laborious exertions.

Sunday Schools, however beneficial they may have been found, were by no means adequate to the great purpose of thoroughly furnishing the Children of the Poor with such an Education as is suitable to their situation in life. Works of industry were necessarily excluded, nor was it possible to save them altogether from those habits of idleness and early profligacy, which during the remainder of the week they were too liable to contract. The peculiar exigencies of the times, which called loudly for some system of general Education to be conducted on uniform principles, gave rise to the National Society, whose unwearied zeal has now penetrated to the most remote districts of the Kingdom, and, by the blessing of Divine Providence, has answered

answered the expectations of the most sanguine well-wishers to the cause of our National Church, and the general interests of Religion.

The National Society was first regularly organised in the year 1811, under the Patronage of His Royal Highness the Prince Regent, and has carried on its labours with the most surprising success. The good effects of the system have surpassed all expectation, not only in the intellectual improvement of the Children, but also in the general amelioration of their habits and morals. Nor are these good effects confined to themselves, but have extended through their means to their parents and families; and order and decency of conduct have thus been carried into dwellings where vice and irreligion had long prevailed. Instances too are not rare in which a salutary change has evidently taken place through the instrumentality of Schools in the general character of a whole Village or Town: and the extreme

extreme decorum and proficiency of the Children, observable in their behaviour at their churches, have produced a sensible improvement in a whole congregation. The peculiar efficacy of the system in communicating knowledge has caused it to be adopted in numerous private Schools. In the several Dioceses of England and Wales upwards of 117, 000 Children are receiving instruction in Schools holding immediate connexion with the Committee; and the most animating and interesting reports from all parts of the Kingdom continue to attest the wisdom which first planned and organised the National system, as well as the energy and benevolent zeal with which the exertions of the Committee have been directed.

The system of instruction is that introduced by the Reverend Dr. Bell, as practised at Madras, with such modifications as the circumstances of the two Countries require, and with the most essential and important improvements. Religious instruction is the leading principle of the whole:

whole: Writing and Arithmetic for the Boys, with the addition of plain works of industry for Girls, form the regular series of employment; by which, while their views are not carried beyond their situation in life, they are enabled to discharge their duties in a manner most conducive to their own comfort and benefit, and to the general welfare of the Community.

The Old Free School of Calcutta, was founded A. D. 1789, for the Education of Children of both sexes, and in a few years afterwards was united with the Charity School, supported by the Church funds. It is a permanent endowment, and is possessed of funds from which it principally derives its present support, but which do not admit of any extension of its benefits beyond their present limits: hence the Managers of the institution are frequently under the painful necessity of rejecting numerous applications from persons, who are at the same time objects deserving particular regard, and can only select from among such as present themselves

themselves for admission, those who from peculiar circumstances, can urge the strongest claim to attention. Some assistance, indeed, has been afforded by private contributions, but not by any means adequate to the purpose, which the Governors anxiously contemplate, in making the School commensurate with the increasing demands of those classes of Society, for whose benefit it is intended.

In the admission of Children, the first claim is allowed to Orphan or destitute European Children: and as the benefits of the institution are considered to be as open to every part of the territory subject to this presidency as to Calcutta itself, it must be expected that from so wide a field applications should be extremely numerous. The next in preference are Country-born Children of mixed race, whose situation renders them objects of great pity: and a very numerous class are the Children of Native Portuguese, for whom the extreme indigence of their parents often renders it utterly impossible to afford the means of any

any education whatever: besides which, they are often left wholly destitute, and from want of instruction are unable to provide themselves with a decent or even necessary subsistence. Christian Children, however, of all denominations and of either sex, inadmissible to the benefit of other institutions, and whose parents are unable to support and educate them, are admitted into the Free School, as far as its means and vacancies will allow.

At a meeting of the Governors held at the Free School, on Wednesday the 8th October, 1817, it was resolved, "that a separate establishment for Children, who pay a sufficient sum for their expences, be formed. It is to be understood that parents and guardians of children on the new establishment, retain the right of apprenticing them, and other controul over them, so as not to interfere with the general discipline of the School. By a sum sufficient to cover the expences is to be understood not less than 10 Rupees a

month, or a donation which may be considered equivalent with reference to the age of the child." Accommodations well adapted for the purpose, having been formed upon the premises of the School, including apartments, for the second Master, in whose immediate charge these Children are placed, are now ready for their reception.

It should be observed, that the age at which Children of either sex are admissible, is between 5 and 9 years, and though, from peculiar circumstances attending their case, the Governors have occasionally departed from the strict letter of their rule in admitting Children above nine, it is their wish for the sake of general convenience, and regard for the morals of the children already on the establishment, to adhere to it as closely as possible.

In the general treatment of the Children the strictest attention is paid to their happiness and comfort: they are boarded and clothed in a decent and comfortable manner:

ner: their health is under the continual superintendence of a Medical gentleman of eminence, who makes a regular monthly report of the general state of the School. A letter from Mr. ROBINSON, dated 1st January 1818, in which, on account of his other engagements, he resigns his office of Surgeon to the Establishment, affords the most satisfactory testimony on this important subject. "The average of the whole year" that Gentleman observes, "shows only about seven sick at one time, and for the last fortnight I have not had a single patient." And in speaking particularly of the Girl's School, he remarks, "such singular salubrity amongst 100 Children of various ages, habits and constitutions, is, as far as I know, unprecedented, and perhaps not to be equalled in any institution, public or private, in the world. It speaks highly indeed in favour of the building, and its situation, but it speaks yet more highly in favour of the excellent regulations, and of the manner in which the Head Mistress and Matron have conducted the manage-

ment of the School." The morals and behaviour of the Children, both in and out of School, are carefully attended to; and the strictest discipline and decorum are maintained throughout. Suitable accommodations also are provided for a great part of them in the Cathedral Church, and means are taken to secure their attendance at Divine Service on every Sunday throughout the year.

As to the mode of instruction, the strictest adherence is preserved to the plan of the National Society in England. The eager emulation which this system excites among the Children, and the pleasure and interest with which their minds appear to be uniformly engaged in pursuing their course of instruction, need only to be viewed, in order to place the advantages of it in the most favourable light. The diminution of expence in the education of any large body of Children, who here become the instructors of each other, under a general superintendence, is also an important consideration.

sideration. This interchange of the principles of useful knowledge among those who, even at so early an age, seem to be made well aware of its value, cannot but afford to a benevolent mind the most heartfelt gratification: while the cheerfulness and propriety of conduct which appear universally to follow the adoption of the National System, stand as an undeniable proof of its excellence. Besides the course of English instruction, two Bengalee teachers are retained, who attend daily at the Free School for the purpose of instructing the Boys in that language. It is much wished that subscribers, and others resident in Calcutta, would devote a small portion of their leisure to a visit at the institution during the School hours: little more would remain to be desired in order to insure to it the most liberal encouragement.

The Boys' School is placed under the conduct of a Head Master and an Assistant, who arrived in Calcutta from England a few

few months since, and under whose care the most satisfactory degree of improvement has taken place generally. These persons, judiciously selected in England, have gone through the regular course of training at the Central School in Baldwin's Gardens, London, and are amply qualified to answer the most anxious expectations; while in the proficiency of the Children, the Governors confidently anticipate general satisfaction.

At the head of the Girls' School is a Mistress, who conducts with ability the tuition according to Dr. BELL's plan, and superintends the morals and general conduct of the Children at all times. Besides these persons, there is also a Matron, whose business it is to superintend the domestic concerns of the Establishment, to take care of the Children's Clothes, and of the provisions, and to be present at their meals; as well as to keep them clean, to attend the sick, and to have charge of the house. All these departments are now filled in a manner satisfactory

satisfactory to the Governors of the institution.

But the benefits of this establishment are not confined to the immediate instruction of the Children committed to it: it has regard also to their future welfare. The Boys are apprenticed at a suitable age to useful trades, to the Sea service, or any other occupations by which they may hope to earn an honest livelihood, and become valuable Members of Society. For the inferior offices of dressers and compounders, and even walls for a higher rank in the Medical department, application has been made to the institution.—The age at which Girls are allowed to be apprenticed, has by a recent regulation been fixed at 12 years and upwards; when they may be placed, with the consent of the Governors, as Servants in respectable families. In such arrangements every possible care is taken for their general advantage, and for the maintenance of their religious principles. Nor is it to be forgotten,

forgotten, that in the event of the further establishment of Schools in other parts of the country on the same principles, and in connexion with the Free School of Calcutta, a supply of teachers may be furnished from that Establishment, qualified to conduct the system in all its branches, without any deviation; except such as local circumstances may require, from the plan of the National Society in England.

The Institution has lately been placed in a way of deriving considerable advantage from a connexion which has been formed with the Diocesan Committee of the Society for promoting Christian Knowledge, one of whose leading objects is the general promotion of Education, to which the Parent Society in England has eminently contributed. The Committee have agreed to supply from time to time at their very reduced prices all the books, &c. used in the Free School: and it is to be hoped that while the views of these two benevolent Institutions thus coincide together, their common

common aim, the advancement of Christian knowledge and piety, will be greatly promoted.

The management of the Free School is carried on by a Patron and eleven other Governors, who meet at the School on the second Wednesday in every month. This regularity of administration, while it secures a close and intimate superintendence of the most minute concerns of the Establishment, infuses a promptitude and energy into the subordinate conductors of it, highly calculated to promote its permanent prosperity.

As the regular System of the National Society is now in full operation under the experienced direction of the Masters recently arrived, a general Examination of the Children will be held twice in every year, which the Governors wish should be open as possible to the notice of the public. The first examination was held on Wednesday the 24th June, in the presence of the

Patron and Governors, together with many of the most distinguished characters at the Presidency. The effect was as striking as it was novel; and was witnessed with the most lively gratification: by the distribution of prizes and other rewards of good conduct, the spirit of emulation is likely to be maintained, which has already produced such beneficial effects in the School.

Under circumstances so favourable, the Governors beg leave most earnestly to recommend to the public the further extension of an institution from which so much good may be derived. The general importance of bringing up the Children of a Christian community in Christian principles and habits, and of instructing them so far as to enable them to fill with propriety the various situations in life, which Providence may assign to them, cannot but be felt by every considerate mind. In the establishment, now recommended to the general attention, Christian knowledge forms the basis

is of all other; and when it is considered how nearly the interest of the State is connected with the maintenance of the Established Church, it is hoped that the friends of both will see the utility of such a system in the effects which it produces in the rising generation. The importance of these considerations is not to be overlooked in this Country, the future safety and welfare of which seem especially to depend on a prevailing attachment to the institutions of the Parent State. The superstructure of order and of a due sense of subordination, built upon a foundation of Christian principle, will necessarily tend in the highest degree to this important end. Considerations of the general good, then, seem imperiously to demand the generous co-operation of the European community to make the extent of this institution answerable to its importance: again and again, therefore, the Governors recommend it to their benevolent regard. The number of those, who would gladly avail themselves of so great a benefit, is known to be

very considerable: and it is with sincere pain that any are rejected, where the importance of the object to all is so obvious.

A General Statement of the proceedings, and of the receipts and disbursements, will be published annually, and transmitted to subscribers, together with an account of the Children who have been admitted during the year, and of those who have left the School, and such other particulars as may be thought necessary for the information and satisfaction of the contributors. Subscriptions and donations will be thankfully received and acknowledged by the Secretary, or any of the Governors, and will be applied to the purpose of affording the advantages of the Free School to as many more Children as the sums subscribed will admit. At the same time the Governors will be glad to receive recommendations from Gentlemen in behalf of Children, who will be admitted as their several cases appear to demand a preference. All communications respecting the School will be-

ceived by the Reverend JOSEPH PARSON, Secretary, who will pay them immediate attention.

Annexed will be found a list of the Governors and Donors and Subscribers, with an account of the Funds up to April 30th, 1818.

THE present state of the School is as follows:—

On the Old Establishment,	Boys	189	
	Girls	87	
On the New Establishment,		5	
		Total	281
Day Scholars,		36	
Apprenticed or given up to Parents, from May 1817, to Midsummer 1818.	Boys	58	
	Girls	23	
		Total	81
Died in School. Boys,		2	
—— out of School		1	
		Total	3

The Day Scholars, some of whom are Natives, receive the same instruction as the Boarders, gratuitously.

Patron and Governors of the Free School of Calcutta.

The Right Rev. the Lord Bishop of Calcutta, (Patron.)
The Venerable Archdeacon Loring.
The Rev. J. Shepherd, Senior Chaplain.
The Rev. J. Parson, Junior Chaplain.
W. Morton,
G. Cruttenden,
R. Campbell,
D. Heming,
} Esq. Members of the Select Vestry.
Gordon Forbes, Esq.
W. O. Salmon Esq.
Major C. Stuart,
E. C. Macnaghten, Esq.

List of Annual Subscriptions and Donations to the Free School, with the amount of sums actually received in the year 1817-18.

ANNUAL SUBSCRIPTIONS.

The Lord Bishop of Calcutta, (Patron,)	200
The Hon. N. B. Edmonstone, Esq.	100
The Hon. C. M. Ricketts, Esq.	100
W. Armstrong, Esq.	100
J. Birch, Esq.	50
E. Brightman, Esq.	120
C. Chapman, Esq.	50
R. Cruttenden, Esq.	50
Colly Shunker Gosaul,	50
Sir John D'Oyly, Bart.	100
N. H. Gouldhawke, Esq.	32
J. Hall, Esq.	100
Rev. J. Hawtayne,	50
D. Heming, Esq.	100
J. P. Larkins, Esq.	100
Major General Sir John Macdonald, K. C. B.	500
E. C. MacNaghten, Esq. (as Accountant General, Supreme Court, out of the late Mr. J. Barretto's fund,)	800

W. Morton, Esq. ...	... 100
R. C. Plowden, Esq. ...	... 100
W. H. Trant, Esq.	... 120
H. Wood, Esq.	... 100
Amount collected on account of Annual Subscriptions,	3804.

HALF YEARLY SUBSCRIBERS.

R. MacClintock, Esq.	... 50
The Rev. H. Shepherd, ...	... 136
Amount collected on account of half yearly Subscriptions, ...	... 258

QUARTERLY SUBSCRIBERS.

W. M. Farrell, Esq. ...	... 18
Col. Fleming, ...	... 25
Col. Hardwicke, ...	... 25
F. Law, Esq. ...	... 30
E. MacIntosh, Esq, ...	... 12
G. Ravenscroft, Esq. ...	... 30
Amount collected on account of quarterly Subscriptions.	656

MONTHLY SUBSCRIBERS.

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W. A. Brooke, Esq.	...	10
J. Campbell, Esq.	...	4
J. Dean, Esq.	...	10
Gordon Forbes, Esq.	...	10
Captain Maddock,	...	8
J. Pattle, Esq.	...	10
R. Rocke, Esq.	...	10
J. W. Sherer, Esq.	...	10
H. Stone, Esq.	...	10
H. H. Wilson, Esq.	...	6
Amount collected on account of monthly Subscriptions,	...	1462

LADIES SUBSCRIBERS.

Mrs. Middleton, (annual)	...	50
Mrs. Sisettell, (monthly)	...	8

DONORS.

General St. George Ashe,	...	200

A. B.	16
Lieut. Colnett, ...	50
Captain C.	2
Dacca Masonic Lodge, Oriental Star,	400
Major Dalton, ...	64
John DaCruz, Esq. (Executor of Geo. Hooper,)	500
Mrs. Elliott, ...	50
J. R. Elphinstone, Esq.	50
Rev. S. Evans, ...	20
A Friend, ...	160
Captain Frith, (Artillery) ...	50
John Gillman, Esq.	100
Major Hopper, ...	100
R. Lowe, Esq.	50
Capt. Nicolls, ...	50
J. W. Paxton, Esq.	50
Col. Penson, ...	100
P. K's.	2
Major W. Richards, ...	50
W. Russell, Esq.	100
Major C. Stuart, ...	100
Amount collected of Donations,	2264

Aggregate of Subscriptions and Donations.

Received on account of Annual Subscriptions,	...	8804
Half yearly ditto,	...	258
Quarterly ditto,	...	656
Monthly ditto,	...	1462
Donations,	...	2264
		8444
Sums received on account of Children maintained in the School.	...	655
Total—Sa. Rs.		9099

Hoondies received for Donations.

F. Balfour, Esq.	...	50
J. Sandford, Esq.	...	50
		100

ACTUAL RECEIPTS AND DISBURSEMENTS OF THE FREE SCHOOL, DURING THE OFFICIAL YEAR 1817-18.

To Received from Mr. Linton on account	Rs.	A.	P.
Oratorio, ...	732	7	9
„ In lieu of Rent for Old Court House,...	9600	0	0
„ Allowance for Moonshees, ...	670	5	0
„ Subscriptions and Donations, ...	9099	0	0
„ Profits realized by Book Binding, ...	1118	0	0
„ Ditto on Copper-plate Printing, ...	73	0	0
„ Account "new Establishment," ...	1215	0	0
„ Interest received on School Funds, including the Funds belonging to Boys and Girls on the Institution, ...	10511	15	5
Sa. Rs.	39469	11	9

	Rs.	A.	P.	Rs.	A.	P.
EDUCATION.						
* Head Master, Assistant Master, School Mistress, Matron, and General Assistant, ...	14929	9	3			
Native Servants, ...	1466	5	4			
Stationery, ...	789	7	1			
				16586	6	8
MAINTENANCE.						
Bazar Expences, ...	5574	0	9			
Milk Bills, ...	2555	11	1			
Baker's Bills, ...	2150	3	8			
Herballer's Establishment	996	0	0			
				11253	15	6
Medical Attendance, ...				1900	0	0
Clothing, ...				9681	15	7
Contingencies, ...	1826	4	2			
Advance account General Repairs, ...	4000	0	0			
Ground Rent, ...	63	0	0			
				5889	10	2
By Balance, ...				878	12	10
Sa. Rs.				39469	11	9

Extracted from the School Books,

1st May, 1818.

W. MORTON.

The following Sums are properly chargeable to the year 1817-18, but being paid in June last, they will fall into the Disbursements of 1818-19, viz.

In full for General Repairs to the School Premises, ...	2135	11	0
Building an Upper Story, as a Dormitory for 160 Boys, and Apartments for the second Master, ...	8197	5	0

* It is to be observed that the Salaries of the present Masters having commenced from the time of their embarkation, and their Voyage having been unfortunately protracted very far beyond the usual period, the allowances to the former Masters were necessarily continued during the same time, which will account for the large amount of the Expenditure under this head.

FIRST REPORT

OF THE

CALCUTTA SCHOOL BOOK SOCIETY,

Read at the first Annual General Meeting of the Subscribers, held at the Town-Hall [illegible] June 4, 1818.

*** [illegible] the [illegible] the APPENDIX [illegible] on the [illegible] [illegible] [illegible] a variety of [illegible]

AND

THE ACCOUNTS OF THE INSTITUTION FOR THE YEAR 1817—1818.

CALCUTTA PRINTED.

1818.

FIRST REPORT

OF THE

CALCUTTA SCHOOL BOOK SOCIETY,

Read at the first Annual General Meeting of the Subscribers, held at the Town-Hall of Calcutta, July 4, 1818.

WITH

AN APPENDIX,

A LIST OF CONTRIBUTIONS RECEIVED,

AND

THE ACCOUNTS OF THE INSTITUTION FOR THE YEAR 1817—1818.

CALCUTTA PRINTED.

1818.

ADVERTISEMENT.

Circumstances by no means likely to recur in future years have delayed until now the printing in the usual form this Report with its Appendix. The inconvenience which the delay would have caused has, however, been in a great measure obviated by the dispersion of numerous copies of the Report alone, through the channel of the public prints and in separate half sheets.

An omission has been discovered in the enumeration of names in the note to page 11th of the Report, which should have comprised that of Mirza Mohummud Tuqee, whose labours of a literary nature have been of essential service to the Society

CALCUTTA, Dec 23, 1819

Proceedings at the first annual General Meeting of the Calcutta School-Book Society, held in the Town-Hall of Calcutta, on the 4th July, 1818.

W. B. BAYLEY, Esq. IN THE CHAIR.

The Report of the Committee having been read by THE CHAIRMAN, *it was moved by* J. W. SHERER, *Esq. seconded by* W. O. SALMON, *Esq. and resolved unanimously,*

That the Report be received and adopted, and that it be printed under the direction of the Committee.

The following resolutions were likewise moved, seconded, and unanimously adopted:

That the thanks of this Meeting be given to the Committee for their attention to the business of the Society, and that the gentlemen now forming it be requested to continue their services.

That the cordial thanks of this Meeting be offered to Lieutenant Irvine the Secretary to the Committee, for his unremitted zeal and honourable attention to the interests and objects of the Institution, and that he be requested to continue his services.

That the thanks of this Meeting be given to the Treasurer and to the native Secretary, and that Mr Machintosh and Tarinee Churun Mitr be respectively requested to continue their services.

That the following rule be included amongst the permanent rules of the Institution, viz

"That any number of persons in the country forming themselves into a School Book Association, auxiliary to the Society, and corresponding with it, shall be entitled to the full amount of their annual subscriptions in School books at cost price."

That with a view to relieve the Secretaries from some portion of the heavy business now imposed upon them, and which under the rule above passed is likely to be still further increased, another European and another native Secretary be appointed, and that Mr. E. S. Montagu and Mowlavee Ubd'ool Wahid be requested to accept the offices in question, the former to act as Corresponding Secretary.

That the 8th Rule of the Institution be altered in conformity to the above resolution.

That the thanks of this Meeting be given to the Chairman, W. B. Bayley, Esq. not only for his able conduct in the chair, but also for his constant and zealous services to the Institution from its origin.

RULES

OF THE

CALCUTTA SCHOOL-BOOK SOCIETY.

1. That an association be formed, to be denominated "THE CALCUTTA SCHOOL-BOOK SOCIETY."

2. That the objects of this Society be the preparation, publication and cheap or gratuitous supply of works useful in schools and seminaries of learning.

3. That it form no part of the design of this Institution, to furnish religious books—a restriction, however, very far from being meant to preclude the supply of moral tracts, or books of a moral tendency, which, without interfering with the religious sentiments of any person, may be calculated to enlarge the understanding, and improve the character.

4. That the attention of the Society be directed, in the first instance, to the providing of suitable books of instruction for the use of native Schools, in the several languages, (English as well as Asiatic,) which are, or may be taught in the provinces subject to the presidency of Fort William.

5. That the business of the Institution be conducted by a Committee of Managers, to be elected annually, at a meeting to be held in the first week of July.

6. That the Committee consist, inclusive of official Members, of 24 persons, of whom 16 to be Europeans, and 8 Natives.

7. That all persons, of whatever nation, subscribing any sum annually to the funds of the Institution, shall be considered Members of the Society, be entitled to vote at the annual election of Managers, and be themselves eligible to the Committee.

8. That a European Recording Secretary, a European Corresponding Secretary, two Native Secretaries, and a Treasurer, be appointed, who shall be *ex-officio* Members of the Committee.

9. That the names of Subscribers and Benefactors, and a statement of receipts and disbursements, be published annually, with a Report of the proceedings of the Committee.

10. That the Committee be empowered to call a general Meeting of the Members, whenever circumstances may render it expedient.

11. That the Committee be likewise empowered to fill up from among the Members of the Society, any vacancies that may happen in its own number in the period between one annual election of Managers and another.

12. That any number of persons in the country forming themselves into a School-Book Association, auxiliary to the Society, and corresponding with it, shall be entitled to the full amount of their annual subscriptions in school-books at cost price.

COMMITTEE OF MANAGERS,

at the date of this publication.

HON. SIR E. H. EAST.
J. H. HARINGTON, ESQ.
W. B. BAYLEY, ESQ.
REV. W. CAREY, D. D.
REV. J. PARSON.
REV. T. THOMASON.
MAJOR J. W. TAYLOR.
CAPT. T. ROEBUCK.
CAPT. A. LOCKETT.
W. H. MACNAGHTEN, ESQ.
G. J. GORDON, ESQ.
JAMES ROBINSON, ESQ.
JAMES CALDER, ESQ. *Treasurer.*
LIEUT. F. IRVINE, *Recording Secretary.*
E. S. MONTAGU, ESQ. *Corresponding Sec.*
LIEUT. D. BRYCE, *Collector.*
MOWLUVEE UBD'OOLWAHID, *Nat. Sec.*
BABOO TARINEE CHURUN MITR, *Nat. Sec.*
MOWLUVEE CURUM HOOSYN,
MRITYUNJOY BIDYALUNCAR.
MOWLUVEE UBD'OOLHUMEED.
BABOO RADHACANT DEB.
MOWLUVEE MOHUMMUD RASHID.
BABOO RAM COMUL SEN.

N. B. The Committee meet regularly at the College of Fort William, on the first Tuesday of every month.

REPORT,

&c. &c.

In conformity with a rule of the Institution, your Committee have now the pleasure to submit a plain and brief statement of their principal proceedings during the past official year, the first of the Society's existence.

On their nomination, immediate steps were taken towards the discharge of the important duties imposed on them. In the two following weeks were held two meetings, in the latter of which it was determined that the Committee should in future have stated monthly meetings, an arrangement which has ever since continued. As often as occasions have arisen rendering it proper to ascertain the sentiments of members on particular points in the intervals between meetings, or to apprize them of the various questions requiring decision at the approaching meeting, those objects have been effected by the usual method of circulars sent round by the Secretary. For the more ready dispatch of business, it was also thought proper at an early period to form three Sub-committees, each of which should have its appropriate province of consideration; while the determination and sanctioning of all measures should, as before, reside in the general Committee. One was established for the English language, a second for the Ara-

bic, Persian, and Hindoostanee; and a third for the Sunscrit and Bengalee,—and it was left optional with the members to join such sub-committee or sub-committees as they might prefer.

*1 —*Bengalee Department.*

This department has occupied a great share of your Committee's attention, in consequence of the frequent and urgent applications for elementary Tables and School-books, made by the gentlemen in the superintendence of Bengalee Schools, who have at the same time cheerfully given the aid of their valuable labours in the preparation of the following works —

1. A set of elementary Bengalee Tables, with short reading lessons intermixed, by Lieut. J Stewart, Adjutant of the Provincial Battalion of Burdwan. Seven Tables in all have been printed at the Serampore press at the Society's charge; 150 copies on English paper, and an equal number on that manufactured in the mission establishment at Serampore *

2. A collection of Arithmetical Tables, compiled by the Rev. Mr. May of Chinsurah, who has selected them from those employed in the native schools. It is remarkable that many coincidences may be traced between them and the most improved kind of arithmetical tables adopted in the schools in Britain on the new model.† The edition ordered by your Committee consists of 500 copies, and is revised and superintended by Mr. J. J. D'Anselme, Head-Master of the English school of the Hindoo College. Part of the work has passed through the press.

3. A collection of easy Bengalee lessons, composed by the Rev Mr May, Mr John Harle of Bankeepoor, and Mr J D. Pearson of Chinsurah, principally by this last gentleman, an indefatigable and able labourer in the Bengalee department. An edition of 4,000 copies is now printing under the superintendence of the Rev. Messrs. Eustace Carey, and Yates, and

* It is found that lessons on country paper pasted on boards are soon attacked by insects.

† See the Reverend Mr. Poole's "Village School Improved" 3rd edition, appendix p. 92, *et. seq.*

who have expressed in the warmest terms their desire to contribute by their labours to the prosperity of the Society, and the furtherance of its objects They have rendered into Bengalee, with the view of annexing them to the lessons mentioned in this article the rules of the Society as permanently settled at the last general meeting, and some plain medical directions by Mr Robinson a member of your Committee, for the treatment of the prevailing epidemic, the Cholera Morbus. The remedies therein prescribed are obtainable throughout the country, and are such as both Hindoos and Mussulmans can have no objection to use.

In these lessons will be found a novelty, for the suggestion of which the public are indebted to the Rev. Messrs. E Carey and Yates, namely, the introduction of a regular punctuation similar in its principles and for the most part in its marks, to that employed in books printed in the Roman character If a judgment may be formed from the sentiments already expressed by intelligent natives, after seeing these and other specimens of the adoption of the Roman stops, the innovation will soon be as generally acceptable, as it evidently is convenient and conducive to perspicuity.

4 Mr Pearson has recently transmitted a set of introductory Bengalee lessons drawn up on the plan of the National School Society of England .The contents are as follows:

No. 1, Alphabet and Digits.

Nos 2 to 6. *Bonano, Pholat* &c

Nos 7 to 13, Spelling —one and two syllables.

Nos. 14 to 19 Spelling —three syllables

5 The Rev Messrs E Carey and Yates had commenced the preparation of a set of Bengalee and English exercises on the plan of Mr. Dufief of Philadelphia but by subsequent arrangements, their valuable labours are to be devoted to another important work, and the exercises just mentioned are to be prepared by Mr D'Anselme, whose long experience in elementary education and intimate colloquial acquaintance

with the Bengalee language peculiarly qualify him to do justice to the undertaking.

Two works have been compiled, and another is in progress by members of your Committee.

1. A collection of Fables, 31 in all, have been translated into Bengalee, from the English and Arabic, by Baboos Tarinee Churun Mitr, Radhacant Deb, and Ram Comul Sen. These have been highly and universally approved, and found to constitute an excellent reading book. An edition of the first portion, amounting to 500 copies, having been distributed, another to double the extent was printed some months ago, together with 1,500 copies of a second portion. This additional supply is now nearly exhausted, which has induced your Committee to order a new edition of 4,000 copies of the whole with new matter, a number which will admit of the transmission of the greater part to the Society's more distant stations.

2. One of the Hindoo members abovementioned (Ram Comul Sen) some time ago prepared a very extensive set of tables, comprising nearly 2,500 genuine Bengalee words, which are arranged on a plan bearing considerable resemblance to that according to *measures*, so familiar to Arabic and Persian scholars. Your Committee, though sensible of their obligations to their active coadjutor for this valuable gift, have, with the compiler of the tables himself, judged them more proper to serve as storehouses whence to draw materials for future elementary works, than to be published in their present form and extent, and as there are other sets of Bengalee tables now in print and in use, have determined to keep them for the present in reserve.

3. A native, who had agreed for the sum of 480 rupees to render into Bengalee, under Dr. Carey's superintendence, Dr Goldsmith's Abridged History of England, and who had proceeded some way in the work, having been found but imperfectly qualified for the task, that gentleman has undertaken himself to execute it for the Society. The translation is to be put to press at Serampore as fast as composed, and is to be printed in the small and neat Bengalee type cut by the Rev. Mr Lawson.

Mr. Gordon, (who was on the 2d January last elected a member of your Committee in the room of Mr. Rocke who had left the Presidency,) has communicated part of a compendium of Geography, in simple and perspicuous Bengalee, by a learned Native who has a thorough knowledge of the subject. The Native author has annexed in parallel columns, a close translation of the Bengalee into English, to the end that such of his countrymen as are in some measure acquainted with the latter language, may thus obtain such a familiarity with its technical terms pertaining to this subject, as shall enable them to converse on it with intelligent Europeans, as well as to peruse with profit more extensive geographical works in English. The committee has resolved to print 1,200 copies.

It being intended to print, on account of the Society, an Abridgement of the Travels of Mirza Uboo Talib Khan in English, Mr. Gordon has engaged to discover a qualified Native, who will, under his superintendence, translate the work as it comes from the press into Bengalee.

A letter has recently been addressed to the Native Secretary of the Institution by three Hindoos, engaged in translating into Bengalee "Fergusson's Introduction to Astronomy", for which undertaking they solicit the patronage of the Society. The specimen which accompanied their letter giving a favorable impression of their abilities, it has been agreed in the mean time to subscribe for 100 copies, at the rate of 4 rupees per copy, and that should the work when completed give satisfaction to the Committee for the time being, the translators of this useful performance shall be considered to have a strong claim on the Society's liberality.

The principles which have guided your Committee in their encouragement of the work above adverted to, seem to admit of advantageous adoption on many future occasions which may be anticipated. The certainty of a moderate aid gives confidence to the timid and those scantily provided with resources, while a more ample reward in prospect incites to exertion. Moreover, the scrutiny and criticism by competent persons which will precede the grant or refusal of an eventual reward,

must render it doubly satisfactory and advantageous to men of merit, as well as prove the best safe guard against the attempts of bold and greedy pretenders.

The benefits derivable to this country from the existence of a body of qualified native translators, critically acquainted with the English language and their own, and masters of the subjects handled in the works they undertake to render, appear to be incalculable; and it is sufficiently obvious that among the means of creating such a body, the liberal yet discreet encouragement of existing ability, zeal, and enterprise is one of the most powerful. Under such a system the individuals patronised will, in the very prosecution of their respective labours, qualify themselves more and more to do justice to their present or subsequent undertakings. Nor is this all. others of equal or superior talents and energy will be prompted to enter on the same line of useful and honorable exertion, in which we may naturally expect in consequence to find the candidates yearly more numerous and more respectable.

Your Committee will conclude their account of proceedings in this department by enumerating the Bengalee works not published at their instance, or under their patronage, but of which they have purchased a supply for distribution

A friendly understanding has been established with the Missionaries of Serampore, tending to secure a copious supply on moderate terms of such of the Serampore publications as come within the Society's province, either by bespeaking a share in the edition of a work before it is printed, or by obtaining, after publication, the number of copies wanted.

There now issues from their press a periodical miscellaneous work in Bengalee intended for the entertainment and instruction of the Natives. Its title is *Digdurshun*, and it is conducted by Mr Marshman junior, who has recently tendered to the Society the aid of his acceptable services. Your Committee, in consequence of the wishes expressed by the gentlemen in the superintendence of Bengalee Schools, have already obtained and partly distributed a thousand copies of each of the three first numbers, the contents of which are as follows

No. 1.

§ 1. Account of the discovery of America.

§ 2 Boundaries of Hindoostan.

§ 3. Commerce of India.

§ 4 Mr Sadler's ascent in a balloon.

§ 5. Particulars relative to Moharaja Crishn Chundur Ray, and his court.

No 2

§ 1 A Narration of the earliest passage to India from Europe by the Cape of Good Hope

§ 2 Particulars of the trees, &c growing in India not indigenous in Great Britain

§ 3 Account of the death of the King of England's granddaughter (Princess Charlotte)

§ 4. Method of propelling a boat by steam

§ 6 Account of the School of Comilla, in zilah Tipura.

No 3

§ 1. Analysis of History in three parts,

1st. From the creation to the flood.

2d. From the flood to the birth of Christ

3d Posterior events up to the present year 1818.

§ 2. Natural History of the Elephant

§ 3 Account of the ruins of Gowr.

A thousand copies of No 4, of the *Digdurshun*, daily expected from the press, have been engaged for the Society.

The following other publications of the Missionaries of Serampore have been purchased on account of the Schools under Mr May's and Lieutenant Stewart's respective superintendence.

	No. of Copies.
1 *Gowrie* (Arithmetic)	127
2 *Lipidhara* Rules for writing,)	124
3 *Sookhoncorcota arjya* (Letters for Bengalees)	475
4 *Jumeedaree* papers (relative to zumeendaree accounts)	241
5 Alphabetical Tables,	29

6 *Bonano* or Syllabic Tables,)..... 20
7 *Pholas* (Tables of compound letters,)..... 40
8 *Akooals*, (Forms of Agreement & Bonds, &c.). 75
9 *Khutteeans*, (ditto of Letters of Business,)..... 75
10 *Dhatoojat Sobdo*, (Sunscrit roots,) 20
11 *Jumabundee* (or Settlement papers,)..... 75
12 *Hitopodesh*, (Moral Fables,) 50
13 *Shastro Poddhoti*, (account of learned authors,).... 155
14 *Jyotish*, (Astronomy of the Occidentalists,)..... ...
15 *Bhoogol*, (same as No. 18.)..... 4
16 *Tulub-bakee*, (Papers for arrears of rent,)..... .. 54
17 *Gooroo Sishya* (Dialogues,) 7
18 *Goladhyay*, (a Summary of Geography.) 100

A small volume has recently appeared, the design and contents of which are stated in an English and Bengalee advertisement prefixed. The author, Ramchundur Surma, there remarks that he has constantly had occasion to observe in private correspondence and public documents written in Bengalee the deficiency of his countrymen (Pundits only excepted) in orthography; which has induced him to collect as many Bengalee words as are derived from the Sunscrit, and are in most common use, and to publish them, with their definitions or synonymous words, in the form of a pocket volume. This little work therefore, under name of the *Obhidhan*, (vocabulary) is intended to instruct the natives both in the spelling and the meaning of terms. The Rev. Dr. Carey considering it the best of the kind which has appeared, your Committee have resolved to purchase 200 copies for distribution.

II.—*Hindoostanee Department.*

Baboo Tarinee Churun Mitr, native Secretary of the Institution, who is already well known to the public as a translator, has rendered into Oordoo the collection of Tables already mentioned as having been translated into Bengalee. The work is ready for press, and it has been resolved to print 4,000 copies for the use of the present and future Schools in the Upper Provinces.

Some learned natives have made considerable progress under the superintendence of Captain Roebuck, a Member of your Committee, in revising the *Qawaid Hindee*, a short compendium of Hindoostanee orthography and inflection, originally prepared in English by Dr Gilchrist, and translated (with some few imperfections) into Hindoostanee by a native. It has never been printed *

Mr Robinson is preparing some medical instructions for the treatment of the most prevalent diseases of the country which will be translated into Hindoostanee

III.—*Persian Department.*

In the month of August last it was resolved to print 500 copies of the *Nisabi Tujnees'eel Lugwat*, mentioned in the Appendix to the report of the Provisional Committee as a "short philological poem on the literal and verbal resemblances of words" † That edition having been exhausted, partly in supplies to the upper provinces, a second consisting of 4,000 copies has been ordered and is partly printed In this edition, a Persian translation of the rules of the Society has been annexed

In the same appendix mention is made of the *Qawaid Farsee*, a short composition on Persian inflection of the late learned Roshun Ulee of Jownpoor ‡ The Committee have purchased for distribution 128 copies in all, which has exhausted the remaining part of the first edition of 500 copies in the hands of the editor Nadir Ulee, and they have subsequently resolved on printing a second edition of 2,000 copies of this acceptable work As some passages may be considered trivial or superfluous, it has been thought proper, with a view to expunge them, and introduce some improvements not incompatible with the original plan, to make it pass through a revision, which has been effected by Wm Dundas, Esq of the Civil Service

D Macfarlan, Esq. of the Civil Service a Member of the Society, has abridged the *Muneer Talibee* or Travels of Mirza Aboo Talib Khan, a work which along with much information

* Vide Appendix to the Provisional Committee's Rep No 2 p 16
† Id p 24 ; Id p 13 ‡ Id p 21.

that is new and interesting to an Asiatic, as well as many acute remarks, contains not a little trivial or even objectionable matter. The abridgement executed by Mr Macfarlan contains of course only the valuable parts of the original performance. It is proposed to suspend the putting it to press till his return to the Presidency, which is shortly expected.

In the interval, a member of your Committee, Mr. Montagu expects to be able to finish the maps required for the illustration of the work. The same gentleman will have great pleasure also in executing to the best of his ability whatever other maps in the Roman or Asiatic characters it may be thought proper to annex to the various publications of the Society.

This seems the proper place for stating that Mr Montagu is engaged in topographical and geographical inquiries in a great measure subservient to the designs of the Institution. Their precise nature, extent, and purposes, will best appear from a paper, which will be included in the appendix.

Moonshee Moohummud Alim of the Hindoo College, some time back prepared, under instructions given him, a set of Persian tables of words arranged under *measures* (*e g zurb, zurb zoorb, zurb, &c*) as recommended in an article of the appendix to the Provisional Committee's report. § Your Committee's attention however has since been powerfully drawn to the principle of M. Dufief's Vocabulary, in which all the words are illustrated by examples, and a Member has engaged to prepare a set of tables, in which that principle shall be combined with the arrangement according to *measures*. In furnishing materials towards the collection, it is hoped that the extensive Persian reading of the Moosulman Members will enable them to be very useful auxiliaries.

IV.—*Arabic Department.*

Soon after your Committee entered on their functions, the learned Shekh Uhmud' oosh Shurwanee presented the Society with four copies of his edition of the celebrated Arabic Dictionary, the *Qamoos*, and eight others were obtained by purchase. One of the twelve being reserved for the Society's library, the remainder were dispersed as follows. five were presented to the Mudrusuh or Moosulman College of Calcutta, one to the

Hindoo College of Calcutta, and one to the Imambarah of Hoogly founded by Sulahoo'ddeen Mohummud Khan from the funds of which Institution a contribution had been made to the Society. A copy was transmitted to the Resident at Dihlee, with a request that he would present it, in the Society's name, to the most learned Arabic scholar of the place or neighbourhood, being also a teacher. A similar request accompanied copies sent to each of the following persons: the Resident at Lukhnow, the Governor General's Agent at Moorshidabad, and the Persian Translator at Madras.

Fourteen copies more, being all that remained for sale, having been recently purchased on favourable terms, one has been appropriated to the Mission library of Serampore, and the remainder, (except one) it has been resolved to put at the disposal of individuals eminent for learning, or for the support they have given to the Society, by their liberality or their zeal ‖

Mowluwee Syud Hubban, a learned Arabian, profoundly skilled in Mooslimaan law, is at present printing at his own press an edition of the celebrated *Hidayah* of Moolla Boorhan'ooddeen of Bookhara, in the original Arabic. While the extraordinary merit of this work as a repository of law has been universally acknowledged, it has been matter of complaint that we do not find in it that lucid order, and judicious massing of distinct subjects, which accelerate the progress of the student, and render voluminous works comparatively

‖ These individuals are the four Mooslimaan members of the Committee, Baboo Tarinee Churun Mitr the Native Secretary, Nujeeb Akhoondzadah a very learned and able Arabian, who visited this capital in the suite of the Honble Mr Elphinstone Mowluwee Wilayut Husun Mooftee of the Calcutta Court of Appeal, to whom the Society is under great obligations for the zeal exerted by him in making its objects known, and recommending it to his countrymen Mirza Cazim Beg, head Moonshee of the Persian Department, whose contributions to the Society's funds accord with his well known liberality, and the following principal contributors in the country, viz the Nuwwab Imtyaz 'oodDowlah, of Lukhnow, Nuwwab Zyn'ood deen, of Moorshidabad, and Nuwwab Nusrut Jung, of Dihlee.

daily use and reference. The Editor, to obviate these objections, has added, besides some minor improvements, a set of references compiled with much assiduity. The general subscription for copies by the learned Mooselmans of the place testifies their sense of the Editor's qualifications and of the practical utility of his undertaking, which your Committee has encouraged by subscribing in advance for 12 copies, at the moderate rate of 30 rupees, the terms offered to the public.

Mowluvee Hubban is also preparing, at the instance of your Committee, a complete practical course of Arabic inflection, on a plan recommended by Professor Lumsden, who kindly superintends its execution. It will mainly consist of two works already well known to the public: the sixty Arabic tables of Professor Baillie, (the Persian translation of which is known by the name of *Surf Bailuvee*) and the *Tulvelat* of Roshun Ulee Jownpooree, which is a highly esteemed treatise on the permutations of letters in the inflections of Arabic verbs. It is proposed, on the completion of this compendium of Arabic inflection, which is considered to be at no great distance, to print an edition of 2,000 copies.

Meer Husun Ulee, a learned native of this country lately returned from England, on his departure for the Upper Provinces left in the hands of the Rev. Mr. Thomason, a member of your Committee, a compendious treatise on trigonometry to be put at the disposal of the Society; but your Committee considering that the appearance of such a treatise ought to be preceded by that of the more elementary parts of Mathematics, have made inquiries (hitherto fruitless) for a copy of the Arabic Version of Euclid's celebrated work. Mr. Thomason has engaged as soon as a copy has been obtained to edit as many of the Books as it may appear advisable to publish at present.

V.—*Sunscrit Department.*

Under this head your Committee have only to observe that the numerous and urgent claims of other departments have not permitted them to adopt any measures for the publication of Sunscrit works.

VI.—*English Department.*

Soon after the formation of this Society, there appeared a Calcutta edition of Murray's Spelling Book, in which a number of alterations and substitutions are introduced, that render the reading matter more suitable for the use of pupils of this country, unacquainted with the climate, peculiar products, scenes, and manners of Britain. Two hundred and fifty copies of this Indianized edition have been obtained on favourable terms, and (a small residue excepted) have been furnished for the use of the Hindoo College of Calcutta, a similar Institution contemplated at Jessor, the Barrackpoor Park-School, the Free School of Chinsura, and other institutions in this place and neighbourhood, besides supplies to the Upper Provinces. A completely Indianized Spelling book is however still a desideratum. Mr. D'Anselme has undertaken to supply it, and his labours may be ultimately extended to the compilation of a complete series of reading books similar to those of Murray, but containing matter more suited to the circumstances of this country, and its local manners and scenes. If no collection of this nature be as yet in readiness for the press, the circumstance is chiefly to be ascribed to the multiplicity of other objects, often of an urgent kind, which have occupied the attention of your Committee and of the Gentlemen who have contributed their labours to the forwarding of the Society's designs.

It is of considerable importance to observe that, although such collections ought of course to be intrusted to some one person of judgment and experience, many individuals may contribute materials whence to make a selection, by furnishing either original pieces or extracts from their reading.

Mr. D'Anselme has prepared a set of English exercises on a plan bearing considerable resemblance to that of M. Duclef. The immediate object of that part ready for the press is to illustrate the irregularities of English verbs, but the sentences used for this purpose at the same time contain a store of useful vocables, phrases, and idioms of the language. These exercises have the test of experience in their favour, having

been found very useful in a manuscript state in the English School of the Hindoo College. An impression of 500 copies has been ordered. *

The European Secretary of the Institution has got through the press a portion of a work intitled "The School boy's Friend," for the use of the higher classes in English schools. It is intended to be miscellaneous, but with a preponderance of geographical matter. He proposes suspending it for the present, in order to prosecute another work which he conceives to promise more immediate utility, viz. an English abridgement of the Travels of Mirza Uboo Talib Khan, to correspond with that executed in Persian by Mr. Macfarlan. Notes will be annexed containing explanatory and collateral matter.

A letter has very recently been received from the Rev. D. Corrie, chaplain at Benares, in which he mentions his having been some time engaged in rendering Murray's Abridgement of his English Grammar into Hindoostance, for the use of such of the Natives as wish to acquire the English tongue, and expresses his willingness, in the event of the School-book Society approving the choice of the work, to complete it as speedily as circumstances will permit. A specimen of what he has executed accompanies his letter. The Committee have with pleasure accepted Mr. Corrie's offer, and resolved that the work shall be printed at the Society's charge, not doubting that, regard being had to the peculiar circumstances of the Upper Provinces, this performance will materially facilitate the acquisition of the English language.

With a view to the same object, the diffusion of the English language, your Committee are disposed to attach the utmost importance to the compilation, on the best principles and most appropriate plan, of Anglo-Asiatic Dictionaries, that is, of Dictionaries in which the terms of the English language are rendered in any of the tongues of Asia.

The object being in every such instance to furnish the most compendious means of enabling the Natives of these coun-

* There had previously been printed half that number of four pages of English Monosyllables, with examples to illustrate their meaning.

tries to read with pleasure and profit the popular prose works of merit in the English language, as well as to hold familiar discourse in it, a regard to practical utility forbids, as being worse than useless, the swelling the work and bewildering the learner by the indiscriminate insertion of all the words belonging to the language. Without attempting strictly to trace the line of demarcation (which may vary more or less in the particular instances) it may be safely affirmed that many terms explained in the great work of our English Lexicographer may be omitted with positive advantage.† It should be the endeavour of every learner of a language to devote his whole efforts, in the first instance, to the acquisition of that part of most common use in conversation and the writings of current and esteemed authors. This part which may be considered the *core* of the language being once mastered, the remainder of his progress is easy. In the course of his reading he gradually discovers from the context the meaning of the more uncommon terms, or if necessary, he may consult a Dictionary written in the language itself. The definitions of uncommon or scientific French terms to be found in the "Dictionary of the Academy" are just as intelligible to an Englishman who can read the popular prose compositions of that nation as to a native of France.

It may be remarked in the second place, that a Dictionary completely to answer its purposes, should contain well-chosen examples comprising the terms meant to be explained; by which, in addition to the synonym or periphrasis in the known tongue, the meanings of words are best elucidated. The mind of the learner is thus stored with a variety of pure idioms and useful phrases, while the admission of examples need not swell a Dictionary to an inconvenient size, as they will be sufficiently intelligible without translation to those who can make any use at all of a work of the kind; of which we have a familiar instance and proof in Ainsworth's Latin-English Dictionary.

† Many words in Johnson's Dictionary rarely occur in ordinary reading, and even Englishmen in general have occasion to consult the Dictionary for their meaning e. g. *abactor, abarna, abator, abbeylubber &c. &c.*

It falls, in the third place, to be observed that experience appears to have fully demonstrated the advantages resulting from the combination of European and Asiatic talent and labour in most if not all undertakings which have a reference to Oriental literature. For the compilation of any well executed and standard Anglo-Asiatic Dictionary, it appears absolutely indispensible.

Your Committee therefore judge that it will be highly satisfactory to the Members of the Society to be informed that considerable progress has already been made in arrangements which will go to obtain for the public the speedy and judicious execution of an Anglo-Bengalee Dictionary on the foregoing principles. Ram Comul Sen, who has printed a small part of the English and Bengalee Dictionary he has long been engaged in, is so convinced of the advantages which must result from their adoption, that he is willing to recommence the work on the new plan proposed. Three gentlemen well qualified for the task, the Revd. Messrs. Eustace Carey, Yates, and Townley, will cheerfully contribute their assistance.

Your Committee, though they have not come to any definite resolution with regard to the nature and extent of the aid to be afforded, conceive this undertaking to have the strongest claims on the patronage of the Society and the public.

Though the preparation of an Anglo-Hindoostanee, Anglo-Persian, or Anglo-Arabic Dictionary on the principles above sketched cannot be considered to be so urgently required, your Committee conceive that, in the event of a large accession to the Society's funds, a part may even now be advantageously devoted towards supplying one or more of those important desiderata; and it is sufficiently obvious that the same selection of English terms and examples will in most instances suffice for all.

The adult natives who have some acquaintance with our language, are now numerous; and your Committee, on good information, can state that the number of readers, and of those desirous of acquiring a knowledge of European science is continually increasing. It was partly with a view to aid and stimulate their enquiries, that it was resolved to re-publish

here "Joyce's Scientific Dialogues," a work intended to acquaint young persons with the rudiments of natural and experimental Philosophy. While the clearness of the method and plainness of the language render the contents level to the capacities of the young, they are of a description which adults would do well to add to their stock of knowledge, or revive in their memories.

The work is well adapted to be a class book for advanced boys; but perhaps its principal recommendation to the heads of seminaries ought to be its utility as a prize book. Books given as prizes, if they be of a kind to instruct and to exercise the powers, may have a very beneficial influence on the intellect and character of the promising youth who receive them. The most eligible for this purpose are those containing a train of strict yet plain reasoning on inquiry naturally interesting.

These considerations have been laid before some of the heads of seminaries, with an invitation to encourage the Society's design of republishing here the 1st and 2d volumes of the work (which form a whole alone) in one octavo volume, containing about 280 pages of letter press, besides eight small plates. The proposition being made to them to engage to take any number of copies not less than 50, at the rate of one rupee per copy, they have subscribed for 590 in all. The rate may appear very low, but the Society's printing business is executed on the most reasonable terms*; and it has been considered that an arrangement, which by replacing part of the expence, enables it to put forth a considerable edition of so useful work, manifestly subserves the ends of its institution. The edition voted does not exceed 2,000 copies; but in the probable event of the remaining heads of seminaries yielding to the encouragement to the undertaking, it will become proper to enlarge it.

Mr Gordon has already revised the last volume, correcting its [illegible], and expunging [illegible] omitting whatever is likely to be little interesting or intelligible to a Native of this country. A native engraver is employed on the plates of that [illegible] Journal†.

* [illegible]

† [illegible]

Your Committee has in conclusion to advert to a very remarkable work which has strongly attracted their attention, intitled "Nature Displayed, in her mode of teaching Language to Man, or a new and infallible method of acquiring a Language in the shortest time possible, deduced from the analysis of the human mind, and consequently suited to every capacity; adapted to the French." By N. G. Dufief, Philadelphia. The work has passed through three editions in the United States.

It is comprised in 2 vols. of which the first is by far the most valuable. It mainly consists of a vocabulary, in which the words are exemplified as well as rendered by their English synonyms. This method of acquiring or teaching a language, by embodying the words in sentences aptly illustrative of their meaning and construction in the language, has been partially adopted by many; but M. Dufief was the first clearly to see the full extent of its utility, and apply it extensively to practice. The truths of most importance to mankind commonly lie long dormant, acknowledged indeed but not duly prized; till some one gifted with common sense and sagacity surpassing those of his contemporaries, points out to the world their momentous practical uses and corollaries.

Mr Dufief has himself observed, what is indeed sufficiently obvious, that his manner of teaching a language is not suited to the case of the French only. It is for this Institution steadily to keep the principle in view, and seize opportunities as they occur of applying it to all the languages within its sphere of operation and use.

Your Committee adverting to the uncommon merit of the work, and considering its dissemination as calculated to produce great benefit on the subject of School books, and furnish an invaluable aid for the preparation of many have encouraged a proposed publication in Calcutta by subscribing for 70 copies of the first volume, at the same time stipulating, with a view to the interest of the public, a considerable reduction in the subscription price of the work as originally fixed.

VII.—*Miscellaneous Proceedings*

On the 1st of May a resolution was passed, that any number of persons in the country forming themselves into a School Book Association auxiliary to the Society, and corresponding with it, shall be entitled to the full amount of their annual subscriptions in

school books at cost price. It is recommended to the Meeting to establish this as a twelfth permanent rule of the Institution. The establishment of Branches in the country as calculated to increase the receipts of the Society, enlarge the distribution of its publications, produce a new interest in its proceedings, call new instruments into action, organize new schools. In the operations of an Institution, which provides the means of instruction by furnishing a country with useful works it will be found that the demand and supply mutually augment one another.

It was resolved on the 9th of June to relieve the Treasurer from the trouble of collecting the contributions of the Society's funds, and to annex that to the previous duties of the Secretary, who is likewise the Librarian and Depositary of the Society.

This junction of offices, with the great increase of correspondence which the establishment of Branches must lead to, will render the duties too laborious for a single Secretary. It is therefore recommended to follow the example of many Societies in the United States, in distinguishing the departments of the Recording and of the Corresponding Secretary as arrangement peculiarly suitable in the case of this Institution. It seems advisable in future to appoint the following European Officers, with their respective duties.

1. A recording Secretary and Collector, who shall in the former capacity keep the proceedings, and circulate papers.

2. A corresponding Secretary, whose title denotes his duties, among which one of the most important will be the keeping up a constant union with the Society's Branches.

3. A Treasurer to receive the sums collected by the Collector.

In order to facilitate and increase the means of communication with the Natives, particularly as it regards their contributions to the funds, and the distribution of books it seems advisable to create another, instead of one of the eight native members, the official character of Secretary.

VIII. FUNDS.

The accounts of the Treasurer present the following results:

		Rs. As. P.
Total receipts up to the present date		Rs. Rs. 17,188 4 0
Do. laid out in the purchase of Government securities ..	10,467 13 10	
Do. Expended	4,803 7 10	
		15,270 5 8
Balance in cash in the Treasurer's hands		1,911 14 4

The nominal capital of the Government securities (6 and 10 per cents) is Sa. Rs. 9,700, and with the interest due, the present value is about the same. There would therefore appear to be a total favourable balance of Sa. Rs. 12,611 14 4, and the payment of all the outstanding demands would scarcely reduce it to 12,000 Rs. The sum due to the Society by contributors on account of donations and annual subscriptions for 1817-18, the first year of the Society, is about 4,000 Rs. but a proportion may be considered irrecoverable from deaths, removals, or other causes.

These facts speak loudly for the liberality of the public, the general sense in favour of the design of the Society, and the confidence reposed in the Managers. Your Committee however, while they return their warmest acknowledgments to the public for its past liberality, would carefully guard against the conclusion that the state of the balance precludes the necessity of increasing pecuniary aid*. Though their proceedings do not exhibit a great actual expenditure, every attentive reader of the Report will perceive that the engagements they have contracted are considerable, and the designs they have in contemplation still greater. The many editions ordered to press, added to the numerous and extensive works already contemplated, with the new demands that will naturally arise in the course of the ensuing year, must far more than exhaust the present funds. The continued support of the public therefore is most respectfully and earnestly solicited. Without their steady aid, the important plans of the Society must be greatly cramped and circumscribed: an event which your Committee cannot anticipate without reflecting on the cordial and general support which the Society has received, and see the handsome sums appended to the names of Natives as well as Europeans in the general list of Subscribers and Donors. They confidently believe that the cause of the Calcutta School-Book Society will be appreciated by a discerning public that the spirit of liberally supporting this important Institution will rise with the demands for exertion, and that the interests of an immense population, which possesses the strongest claims on our benevolence, can never suffer for want of adequate encouragement to those who are disinterestedly associated for their advancement.

* The annual subscriptions at present amount only to about 3,000 Rupees, a sum totally inadequate without abundant and increasing subscriptions to meet the current calls on the Society's exertions.

APPENDIX.

No. I.

New Institutions in Calcutta for the Promotion of Education.

SINCE the date of the Report, the establishment in this Metropolis of British India of two distinct Institutions for the extension and improvement of education, has conferred additional importance on the CALCUTTA SCHOOL-BOOK SOCIETY, designed for the "supply at gratuitous supply of books useful in schools and institutions of learning." The following documents, published by those new Institutions respectively, will serve to elucidate their origin, views, and progress.

CALCUTTA DISTRICT COMMITTEE.

ON Monday, August 2d, 1819 at a special General Meeting of the Committee, convened pursuant to notice and agreeably to Regulation, at the Bishop's house,

PRESENT.

* The Right Reverend the Lord Bishop of Calcutta in the Chair.

* Rev. Archdeacon Loring.
* Henry Shepherd, Esq.
* J. Pearce, Esq.
* Thomas Thomason, Esq.
* Thomas Roberts, Esq.
* J. H. Stark, Esq.
C. Trower, Esq.
* James Erskine, Esq.
George Saunders, Esq.
Lieut. G. Fraser,
John Herbert Harington, Esq.
* George Udny, Esq.
W. B. Bayley, Esq.
* Gordon Forbes, Esq.
Major Mackenzie,
R. A. Fraser, Esq.
T. C. Plowden, Esq.
D. Monteath, Esq.
M. Leeds, Esq. M. D.
* Rev. Dr. Leeds,
* Rev. J. Hunter,
} Secretaries.

* The names thus marked * form the Normal Committee.

The Meeting proceeded to consider the question of the Establishment of Native Schools: and it was agreed provisionally,

1. That it is expedient that Schools be established by this Committee for the purpose of diffusing useful knowledge among the inhabitants of the territory subject to this Presidency.

2. That the Schools be primarily for the conveyance of knowledge in the languages of the country; but that Boys, distinguished by their proficiency in these, be removable to separate Schools, where English shall be taught.

3. That Donations be solicited from Members of the Diocesan Committee and others, for carrying into effect the preceding Resolutions, and also annual Subscriptions, the amount to be left to the option of the Subscribers; and that the sums thus accruing shall be applied exclusively and entirely to the aforesaid object, and be annually accounted for in the general report.

4. That a separate Committee be formed for carrying into effect the above purposes, to be called the School Committee, and to consist of the Select Committee for the time being, and four additional Members, being also Members of the Diocesan Committee.

5. That Messrs. Gordon Forbes, J. W. Shaver, J. Robinson, and Rev. T. Robertson, be the four Members to be added to the present Select Committee to form the School Committee.

6. That the Treasurer be requested to keep a distinct account of all monies that may be received on account of the Schools.

At a second special general Meeting, held on Monday the 17th August, the Resolutions of the above Meeting were ratified and confirmed; a Book was opened for Donations and Subscriptions, and it was resolved:

1. That Annual Subscriptions for the purposes of the School Committee be payable from the 1st August in every year, but that persons becoming subscribers at any other period, be liable only to be called upon for a proportion of their subscription, from the commencement of the quarter in which they may subscribe, the four quarters being computed from the 1st August, 1st November, 1st February, and 1st May.

2. That the School Committee be requested to hold an early Meeting, on a day to be fixed by the President, for the purpose of considering and adopting any further measures, which may be advisable, for carrying their general purposes into immediate effect; and that future Meetings of the School Committee be called by the President from time to time, as may seem expedient, a notice being given three days previously to any such Meeting.

3. That any five Members of the School Committee be competent to transact business, and to appropriate any part of the funds contributed for schools to the objects of such contributions, subject to the control of the general Committee.

4. That one thousand copies of the proceedings of the last and present special Meetings be printed and circulated amongst the Members of the Dorcutta Committee and the Public in general without delay.

August 17, 1818.

Calcutta School Society.

So early as 1814, the necessity of some Institution for the establishment and support of Schools on the most improved and efficient system had engaged the attention of different individuals, whose minds had been turned to the best means of promoting the moral and intellectual improvement of our Indian fellow subjects.

On the formation of the CALCUTTA SCHOOL-BOOK SOCIETY in 1817, it was thought a question whether its designs might not conveniently be so extended as to comprise the objects of a School Society; but the general opinion was not in favour of this consolidation.

However, the importance of an Institution of the latter description continually becoming more apparent, after numerous previous conferences on the subject, several Gentlemen, Members of the Calcutta School-Book Society, held a Meeting on the 25th July, 1818, for the purpose of considering whether the objects of that Institution would not be further promoted, with advantage and important public benefits, by the establishment of a School Society. Accordingly it was agreed to request some of the Gentlemen present to connect with

others whom they might desire to unite with them, to prepare the Plan of such an Association; and after making it known, to call a General Meeting of persons disposed to join in it, for the ultimate consideration and adoption of the Resolutions which might appear best calculated for carrying the design into execution. The plan was then prepared nearly the same as now adopted, and was circulated, previous to a Meeting proposed to be held at the Town Hall, on Tuesday, the 1st day of September, when all persons disposed to promote the design were invited to assemble.

A General Meeting was accordingly held, very respectably attended both by the Europeans and Native Inhabitants of Calcutta, and which proceeded to take into consideration the Institution of a School Society; when,

"J. H. Harrington, Esq. having been requested to take the Chair on the motion of the Lord Chief Justice, and having stated the object of the Meeting, with the Rules suggested for the proposed Society, the following Rules and Resolutions were unanimously adopted.

Rules of the Calcutta School Society.

1.—That an Association be formed, to be denominated "The Calcutta School Society."

2.—That its design be to assist and improve existing Schools, and to establish and support any further Schools and Seminaries which may be requisite, with a view to the more general diffusion of useful knowledge amongst the inhabitants of India of every description, especially within the Provinces subject to the Presidency of Fort William.

3. That it be also an object of the Society to select pupils of distinguished talents and merit from elementary and other Schools, and to provide for their instruction in seminaries of a higher degree; with the view of forming a body of qualified Teachers and Translators, who may be instrumental in enlightening their countrymen, and improving the general system of education. When the funds of the Institution may admit of it, the maintenance and tuition of such pupils, in distinct seminaries, will be an object of importance.

4.—That it be left to the discretion of a Committee of Managers to adopt such measures as may appear practicable and expedient for accomplishing the objects above stated, wherever local wants and facilities may invite.

6.—That no system of education shall be introduced, nor any book used, in the schools under the exclusive control of this Society, without the sanction of the Committee of Managers, and that the school books approved by the Committee, so far as they may be procurable from the Calcutta School-Book Society, shall be obtained from that Association.

8.—That in furtherance of the objects of this Society, Auxiliary School Associations, founded upon its principles, be recommended and encouraged throughout the country, and especially in the principal cities and stations.

7.—That a Committee of Managers for conducting the business of this Institution be elected annually, at a General Meeting of Subscribers to be held in the month of January, at the Town Hall of Calcutta. The first Annual Meeting to take place in the month of January, 1818.

8.—That the Committee consisting of official members, consist of twenty four persons, of whom sixteen to be Europeans, or their descendants, and eight Natives of India; and that five members constitute a Quorum.

9.—That a European Recording Secretary, a European Corresponding Secretary, two Native Secretaries, a Treasurer, and a Collector be appointed, who shall be ex officio Members of the Committee.

10.—That all persons subscribing one rupee monthly to the funds of the Institution shall be considered Members of the Society, be entitled to vote at the annual election of Managers, and be thereupon obliged to the Committee.

11.—That the Committee be empowered to fill up from among the Members of the Society any vacancies that may happen in their own number, and in the different situations above specified, within the period of our annual election of Managers and another.

12.—That the Committee be also empowered to call a General Meeting of the Members of the Society, whenever circumstances may appear to require it.

13.—That the names of Subscribers and Benefactors, and a statement of receipts and disbursements, be published annually, with the part of the proceedings of the Committee.

14.—It was also *Resolved*, that the following Gentlemen be elected Members of the Committee of Managers for the remainder of the present year, and till the period of the Annual Meeting to be held in January 1820.

Hon'ble Sir Anthony Buller,
John Herbert Harington, Esq.
William Orton Salmon, Esq.
John Pascal Larkins, Esq.
Gordon Forbes, Esq.
George Money, Esq.
Joseph Barretto, Senior, Esq.
Rev. Dr. Carey,
Rev. Henry Townley,
Rev. William Yates,
George James Gordon, Esq.
Lieut. Francis Irvine,
Edward Sheffield Montagu, Esq
Stephen Lapetmoudaye, Esq.
S Samuel Robinson, Esq.
Mr. David Hare,
Mowluwee Mirza Cazim Ulee Khan, (Meer Moonshee in the Persian Secretary's Office.)
Mowluwee Wilayut Hussun, (Moofteé of the Calcutta Court of Circuit.)
Mowluwee Durwesh Ulee, (Vakeel of the Raja of Benares.)
Mowluwee Noor'oonnuhee, (Vakeel of the Nuwwab of Rampoor.)
Baboo Radha Madhub Banurjye.
Baboo Rammoy Dutt.

15.—That to complete the number of the Committee fixed by the eighth Resolution, the Members above elected be authorized to add two Natives of India, being Hindoos, and eligible under the tenth Resolution, as Annual Subscribers.

16.—That Lieut. Francis Irvine, and Edward Sheffield Montagu, Esq. who hold the situations of European Recording Secretary, and European Corresponding Secretary to the School-Book Society, and have kindly tendered their services to perform the duties of the same situations for this Institution, be elected thereto accordingly, viz. Lieut. Irvine to be Recording Secretary, and Mr. Montagu to be Corresponding Secretary.

17.—That Mowluwee Mirza Cazim Ulee Khan be appointed one of the Native Secretaries to the Society, and that the selection of the other, from the four Hindoo Members of the Committee, be left to the Committee of Managers.

18.—That Joseph Barretto, Senior, Esq. be appointed Treasurer to the Calcutta School Society; and that all contributions on account of this Society be paid into his hands.

19.—That Stephen Laprimaudaye, Esq. be appointed Collector for this Society, to collect the amount of all Donations and Subscriptions, and pay the same to the Treasurer.

20.—It was further unanimously resolved, on the motion of Mr. J. Robinson, seconded by Mr. Forbes, that the cordial thanks of this Meeting be given to Mr Harington, for his very able conduct in the Chair, as well as for the benevolent zeal which has endeavored the Calcutta School Society to so promising a state.

21.—It was also resolved, that the Proceedings of this Meeting be printed and published in the English, Persian, and Bengalee Languages, for general information.

(Signed) J H HARINGTON, Chairman."

In explanation of the above Rules, particularly such as relate to the constitution of the Society, and the management of its business by a Committee composed partly of Europeans and partly of Natives of India, it appears sufficient to observe, that attention has been given to the existing Rules of the Calcutta School Book Society, which have been very generally approved, and appeared to furnish the best example for a native Association, having as their object, the intellectual and moral improvement of our Indian fellow subjects

"The obligations national and individual, arising from the Providential establishment of the British Power in India, to promote the gradual attainment of the important object above stated by all practicable means, consistent with a due regard to the real and solid interests of the people whose benefit is intended, have been explicitly declared by the Legislature of the United Kingdom, as well as by the highest local Authority

It has also been observed, in a public discourse by His Excellency the Marquis of Hastings in his capacity of Visitor of the College of Fort William, that "The amendment must begin from the lowest step It is only by facilitating and encouraging the education of a rising generation, that any thing solid can be done, a process to which I am encouraged the parents will every where be found eagerly disposed, from what they have seen of the advantages of our countries"

It would be superfluous to add any thing to the above authoritative statement on the utility of schools and seminaries for the purpose of diffusing useful knowledge amongst the Inhabitants of India, and it is confidently hoped that a Society, exclusively intended to establish, support, or assist, such schools and seminaries, and encouraging the Natives themselves to share in carrying into effect designs so conducive to their moral welfare, will receive universal countenance and assistance every description of persons, both European and Asiatic.

It may however be proper to observe, that numerous applications made to persons already engaged in the work of education, for the establishment of new schools, attest the increasing desire of instruction amongst the Natives of India, whilst the frequent necessity of declining compliance, from the want of pecuniary and other means, evinces the need of a general and united effort for their supply.

Without meaning to disparage the efforts of any existing Institutions whose designs embrace the advancement of learning, but on the contrary with the most cordial good will towards them and desire of co-operation with them, it may be justly stated that even with a great variety of elementary Schools a wide field remains unoccupied.

But the Calcutta School Society does not limit its views to this single object. It is allowed that no plan for enlightening the mass of the people of these extensive and populous provinces can be expected to succeed, without the adoption of systematic measures for [illegible] a body of qualified Teachers and Translators from among themselves. These will be eminently useful, by their instructions, conversation, and writings, in diffusing just ideas and correct knowledge; and through their instrumentality the stores of learning and science, already collected in our language will be transferred into the vernacular tongues of the Country.

To provide for forming such a body the most efficient and direct measures are obviously afforded by systematically acting on the principle of [illegible], which is popular among the Natives, and highly approved by those who have considered most maturely on the means of improving that race. The principle has accordingly been [illegible] in the 3d Rule of the Institution and should [illegible] ment support of a discerning public enable its Managers [illegible] tensively and with vigour, it cannot be doubted that the most [illegible] sults will follow."

In three months from the establishment of the Calcutta School Society, the contributions amounted to Rs. 9,000 as donations, and to Rs. 1,000 as annual subscriptions. A considerable proportion of this has been contributed by Natives, principally Hindoos. Were encouraged by European example, cooperation, and condescension the opulent and learned natives evince a laudable eagerness to aid in the diffusion of useful knowledge among the humbler classes of the inhabitants of this country. It is an interesting and encouraging fact, that besides the Hindoo College, almost entirely founded on the contributions of their countrymen, the Natives whose appellations I learn, there are now no less than four philanthropic institutions in this metropolis and its neighbourhood whose funds are derived partly from European purses, but mostly from Native liberality. These are the Calcutta School Book Society, the Calcutta Lancasterian System, the Calcutta School Society, and the Institution for the encouragement of Native schools under the management of the Serampore Missionaries.

No. II.

Letter from three Hindoos, engaged in translating Ferguson's Astronomy.

"To Baboo Tarinee Churn Mitter.

"Native Secretary to the Calcutta School Book Society.

"Sir,

"Having frequently been led to observe, that an easy an Inglish Astronomy translated in the Bengalee Language, would be of great utility and service to numbers of our young Native Brethren, who as yet have no knowledge of the English Arts and Sciences, and having also sufficient reason to believe, that by the knowledge to be derived from those Sciences, besides the several other conveniences and advantages the work may produce, the long rooted superstitions and prejudices of our fellow Country-men may be entirely eradicated, we are induced to translate Mr. James Ferguson's easy Introduction to Astronomy, in the language that is in common use among ourselves to convey an idea of that Science to our Native Friends and to in the Original to illustrate it with Copper Plates.

"This translation will be put to press as soon as a sufficient number of Subscribers are obtained to defray the expences of printing &c. to be printed on the best Patna Paper with a clear and new Type, and to contain about two hundred pages Octavo size, a Specimen of which is herewith transmitted to you; and if it should appear likely to be of any use or benefit to the public and should meet with your approbation, we earnestly implore your Patronage and encouragement by subscribing to as many copies for the use of the "Calcutta School Book Society as you may think necessary in case we shall be induced to continue our exertion and we will consider ourselves under the highest obligation to you.

"Price to Subscribers, ... Sa. Rs. 4

"Ditto to Non-Ditto, ... —— 6

"We have the honor to be,

"Sir,

"Your most obedient and very humble Servants.

"Rhamcomul Dutt.

"Mohun Chunder Pattit.

"Hurro Chunder Pattit."

No. III.

[*The following paper, though long expecting, is only now destined to press after many unavoidable delays in the regular publication of this Report and Appendix. During the 3 months after the Report appeared in sheets, the Secretaries of this Society were encouraged by the efforts inseparable from the rise of a new institution (the Cal. Vernac. Soc.,) and, subsequently have been required by ill health and absence of the Corresp. Sec. at sea during part of Nov. and Dec.*]

Queries on the Statistics &c. of India.

Among the various designs of the School-Book Society for the promotion of useful knowledge, the diffusion of geographical information among the Natives of India is one of much importance; the whole they entertain of the geography of their own country, and still more of the world, being always vague and often erroneous.

The plain statement of real facts easily indurates the decay of errors; nor can we do better than furnish for the natives such an abundance of facts for their perusal as shall at once invite them by study to the exercise of their minds, and afford them solid instruction. It is therefore gratifying to know that one or two treatises on Geography generally have been already undertaken,[1] and promise to be highly interesting to our Asiatic fellow-subjects.

Particular accounts in verse of the several provinces and inferior districts into which Hindoostan is divided are to be undertaken, the compilation of which from authentic materials would present a mass of arranged and digested information, as to rich a description as interesting as to the Natives, and valuable in a political point of view to the masters of the whole dominion.

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[1] Vid. *Report*, p. 10.

[1] *The Geography by the Serampore Missionaries is already published and another preparing under the patronage of the Calcutta School Book Society.* Vide Report, p. 5

Though the circumstances of the country and the active employments of most Europeans in India have hitherto presented many obstacles to geographical and statistical researches, yet much information of an interesting kind would be gathered were individuals to contribute according to their several means. Scarce any in acquiring a knowledge of their duties or in their intercourse with others can fail to obtain local information of some description, which whether much or little is intrinsically valuable where it is derived on the spot.

Independent of the materials to be found in many existing published works of acknowledged merit †, and official documents at the Presidency, which the writer is consulting or may have further access to, he has reason to calculate from the private encouragement and assistance already afforded him on more general aid in prosecution of his enquiries into the above subjects; and it is hoped they will meet with the favorable attention not only of Gentlemen holding official situations, but of those in the Indigo-line and others employed in mercantile pursuits over the country most of them have frequent means of furnishing valuable local information connected with the statistics of the country as to the real state of its agriculture manufactures and commerce, and the improvement of which they are respectively susceptible, the mode of cultivating and comparative value of the products of the country, the employment and condition of different classes of people, &c. &c.

From the contributions thus expected, a compilation of highly useful matter could be digested, the substance of which would serve not only as a book for native schools; but the original materials, becoming gradually enlarged, would serve towards a valuable account of each Zillah or district, the due execution of which must rest on the joint contributions of many.

These accounts, however partial at first, in a very moderate time would form local school books for the schools of the respective Zillahs, where accounts of places and things about their own neighbour-

† Those of Rennell, Colebrooke, Ward, the Vth Report of the Hon. Court on the E. I. Co's affairs in 1812, with its voluminous and valuable Appendix, Hamilton's Gazetteer, and the mass of E. I. Papers generally, which abound with much collateral information on such subjects of enquiry, &c.

hood might first engage the attention of the learners.* As further information was communicated, improved editions could be put forth, and in thus endeavouring to supply the demand, give a fresh stimulus to enquiry, and a disposition to shew an [illegible] interest so much [illegible] to the public, and which would extend itself to the natives themselves, who have scarcely known hitherto how to attribute such enquiries to any motive beyond that of temporary interest. Such, with the gradual knowledge acquired by extension of the real state of the country and its people, would be the collateral benefits derivable from a concentration of the united endeavours of each, according to his means, to augment the quantum of information relating to subjects so important or interesting to all classes.

Impressed with the persuasion that many would willingly contribute towards these united ends, were their convenience and time consulted by having their attention directed to specific subjects of enquiry, the writer ventures the suggestion of submitting the following outline of the principal subjects; it being premised that they are intended only as a key to enquiry, to be used as far as the circumstances or the situation of the [illegible] may dictate. They will be shortly circulated in distinct portions, the subjects being more simplified, through any friends and [illegible] who may kindly lend their advantageous assistance, and will be [illegible] to those who may please to [illegible] apply for them.

Whatever materials [illegible] may be [illegible] collected or forwarded with, he shall be glad to make his best [illegible] in [illegible] to augment and diffuse a satisfactory acquaintance with the country and people of Hindoostan hitherto confessedly imperfect.

J. D. M[illegible]

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* The plan so happily devised by the [illegible] [illegible] the most advanced scholars of the [illegible] [illegible] natives originated and [illegible] altogether by natives of the country [illegible] thoroughly taught the contents of the [illegible] [illegible] Native Schools p. 36. [illegible] schools the [illegible] of [illegible] that the demand for a school book [illegible] for the use of the [illegible] schools of a district under this [illegible] may [illegible]

*** To satisfy all who may be disposed to aid the above plan that the application of the materials requested will be made available for the purpose stated in a reasonable time, the writer has the pleasure to state that he is planning a work on a moderate scale, preserving the due medium between a meagre catalogue of facts and the minuteness of detail, which could only be obtained here and there in a degree disproportionate to other parts of the work, or unfavorable to its early publication. It is to be upon the plan of that interesting compendium of Dr. Aikin (a well known and judicious friend of education) called "*England Delineated, or a Geographical Description of every County in England and Wales, with a concise Account of its most important Products natural and artificial with outline Maps of all the Counties*" Those who have seen this work may judge for themselves how easy it would be with the moderate aid of any friends to useful knowledge in each Zilah in Bengal to form an interesting work of a similar kind, which, were it to go no farther than Dr Aikin's, would not only become a desirable book in Schools, but prove a manual not altogether unacceptable to the Service and Europeans generally It must be liable to many imperfections in its first execution, but will be easily susceptible of improvement. Relying on the readiness of others also to assist, the writer will hope ere long to offer the first fruits of his gleanings under the title of "*Bengal delineated,*" to be divided into 3 Parts, agreeable to the division of the Zilahs comprising Bengal Proper (inclusive of Bhagulpoor in Bihar, and Medinipoor and Cuttack in Orissa) under the judicatures of the 3 Circuit Courts of Calcutta, Dacca, and Moorshidabad, viz.

Part I Cal Circuit (with City) 1 Cal Suburbs or Punchawungaon, 2 The 24 Purgunahs, 3 Jessore or Jusur, Boosra &c., 4 Hoogley 5 Nudya (Kishnnugur), 6 Burdwan, 7 Jungul Mahals, 8 Medinpoor, and 9 Cuttack or Cutuk, the 2 last in Orissa Proper, with an Appendix including the Foreign Settlements

Part II Dacca Circuit with City 1 Mymunsingh, (Goalparah, Attia, Cowabarre &c.), 2 Silhut, 3 Dacca Jilalpoor or Zilah Dhaca, 4 Backergunge or Bakirgunj, 5 Tipoora, 6 Chittagong or Chatigaon

Part III Moorshidabad Circuit with City 1 Rajshahee, Rajmahal, Beerbhoom, and Muhmoodshahee &c.), 2 Beerbhoom, 3 Bhagulpoor (in Bihar Proper), 4 Pooraiya, 5 Dinajpoor, 6 Rungpoor (Cooch Bihar, Rungamatee, &c.), or total 19 Zilahs each to be accompanied with an outline Map, and an Appendix comprising alphabetical lists of the

principal villages, polymetrical tables, &c. For this work, and also for an Essay more particularly towards an Account geographical, statistical, and historical of the 24 Purgunnahs, including a general view of the rise progress and present state of Calcutta, Mr M requests and will thankfully acknowledge any assistance, or communication addressed to himself privately, or as Corr. Sec. of the Calcutta School-Book Society.

N B Replies on the following subjects the more minute and direct in their local application will be the more accurate, and generally afford more satisfactory data for judging the circumstances of other neighbouring parts not so immediately within notice.

Queries relating to the principal heads of enquiry.

I CHOROGRAPHY
of the District, &c.

§ 1 *Extent and appearance.*

Qu 1 General form, and how far compact and advantageous, or otherwise?

2 Boundaries how far clearly defined and whether natural or artificial?

3 Length and width at extremes?

4 Computed superficies in square beeghas or acres?

5 Face of the district generally, i. e. whether plain, hilly, jungles, cultivated, waste, or diversified by rivers, marshes, &c?

§ 2 *Soil*

6 Nature and colour of the soil generally, at the surface, and below?

7 Interior stratum whether stiff clayey loam and friable earth, heavy, or light and sandy, or having strata of gravel, rock, &c?

—The technical or local terms on all subjects as known to the natives are much wished for.

8 Its quality as to richness or poverty, and general capability of cultivation accordingly?

9 Vegetation luxuriant or otherwise, and at what period?

10 General level of the district?

11. What portion subject to inundation from the rains or otherwise? and banks of the rivers generally high or low?

12. Hilly or high land where, of what description, and how covered?

II. Hydrography &c.

§. 1 *Marine.*

Qu. 1. Extent and nature of the sea-coast or its bays creeks &c

2 Account of its tides, countertides, soundings, &c?

3 Of its rocks, shoals, sands, shallows &c?

4. Of its head lands, points, harbors, and distance and bearing of one part from another?

*** The magnetic variation and any astronomical observations which fix the Long and Lat of any place will be a useful addition

§. 2 *Inland waters.*

5. Description of each river according to its relative size and importance?

6. Which have their origin in the district, and whence?

7 General course in length and direction?

8. Extreme breadths and depths in the dry and rainy seasons, and how far fordable at each period, and for what vessels or boats navigable?

9. Nature of the bed of the river and its banks?

10. How far liable to alter in its course at different seasons, and what changes has it undergone in former periods, and from what supposed causes?

11. Encroachments of the river regular and gradual, or sudden, and uncertain as to place?

12. Where do any streams not perennial (*casus nodes*) appear; what is their size, and for what period do they flow?

13. Islands, churs, or sand banks in what part of the river?

14. By what description or local denomination, known among the natives, (as connected or proximately by colour) is this alluvial or existing estate or land, or in the mid stream? and what [illegible] durable clays &c. are in such a situation as to [illegible] ed Govt. property?
15. Extent and description of alluvial deposition?
16. Banks how far subject to decay or falling in?
17. Length and period of the inundations?
18. How far are such restricted by embankments, (dam[illegible])?
19. General quantity of the depositions of the river, and how far is the sediment beneficial to cultivation?
20. What dry beds of rivers are discernible, and what is known of them?
21. Names of the several streams in every part of their course; in what instances does the local nomenclature of rivers differ, and to what extent?

§. 3. *Artificial waters.*

22. Situation and course of any cuttil or other artificial stream; and their distinction as altogether artificial, or natural streams, manually and periodically widened?
23. For what purpose made, and with what navigation connected?
24. State of inland navigation generally, and how far advantageous to the district? or further required?
25. Situation of aqueducts, large tanks &c. and of what public utility?

§. 4. *Lakes &c.*

26. Extent situation and nature of any lakes &c.?
27. With what rivers connected?
28. Extent of any marshes, (*jheels*) &c. with what productions covered and how occupied, or of what use?
29. In what progress toward drainage, and to what extent necessary or beneficial?

III. Climate, Weather, &c.

Qu. 1. Is spring dry or moist? early or late, generally?

2. Duration of the seasons respectively? and how distinguished by natives?

3. Estimated quantity of rain, at particular seasons.

4. Atmosphere often clouded?

5. What winds are prevalent at each season respectively, their nature and influence on the country? and are they very variable?

6. Hot winds at what period; their force, effects, and duration: and by what circumstances tempered?

7. Dews when and in what quantity; and their effects when very great?

8. Hail whether frequent or otherwise, and at what periods?

9. Prevalency of fogs, mists; or of mirage or deceptious appearance of water (*serab*, *dhokha*)?

10. Are hoar frosts frequent? or injurious?

11. Ice where produced naturally, how long, and in what quantity?

12. Do any pernicious exhalations or miasmata prevail any where?

13. What earthquakes or natural phænomena are on record, and of what frequency?

14. What record of other extraordinary phænomena in the district (of any particular drought, famine, hot wind, &c., and excess or deficiency of rain, winds, moisture &c.)

15. Average height of the thermometer in each season.

16. Average of the barometer in each season.

17. Average of the hygrometer at different seasons.

***—Meteorological observations for a series of years in any place afford data of considerable use and are particularly requested, for whatever years to be had.

IV. History, Topography, &c.

§. 1. *History and local Traditions.*

Qu. 1. In what records are the earliest accounts of the district, and how far deserving of credit?

2. Ancient extent of the district in question, and ancient Hindoo

divisions; their names, and how far still preserved locally among the Hindoos?

3. Who are the supposed aborigines of the country, and what traditions are known of them?

4. By what chieftains originally possessed, and what is recorded of themselves, their descendants and families, of their works and lives?

5. When did the Government assume a regular shape and through whom?

6. What accounts exist of the rajas and of their successive dynasties and of the state of the country under them?

7. At what period was the country invaded, or possessed by foreigners, and whence and under what circumstances did they come?

8. What emigrations of the people are on record?

9. To what territorial changes has the district since been subject under its successive rulers, and at what precise periods?

***— Here data for chronological lists of the successive kings or rajas, and their viceroys, naibs or subordinate rulers, civil and military, are of importance.

10. What is known generally of the state of the country comparatively under the Moghul and former dynasties as to good govt.?

11. Names by which the district and its divisions were severally known and designated in the "Ayeen Acberee," and under what Sircar and Soobah of Acber.

12. Under what Chuclah (& other terms) were the same divisions included under the Nawaubs, Nazims, or Dewans, on the decline of the Moghul Govt.?

13. Present Govt. of the district in each department, and under what descriptions of principal officers, European and native.

14. Number and prevailing names of the present divisions of the district— whether

Pergunah, or
Mundal,
Turuf, (turup,) or
Gird &c. &c.

15. Number and name of the thanas or magisterial subdivisions

[illegible] to the names of places among which is the [illegible] recurrence of terminations, and the origin of names of [illegible] generally, is always desirable, particularly if it throw [illegible] on any historical fact and is derived from any local [illegible] circumstance, or exhibits the source of a present corrupted

§ 2. Specific account of each thana.

1. Its shape, and limits, natural or otherwise, and by what thana [illegible] bounded?

2. Situation of each *Purgunah, Turuf, Hawaly, Chukla* &c or other subdivision in any thana respectively.

3. Situation of the *chief* town of a thana, and of the residences and *cutcheries* of the different officers of Government, and of the *chokies* and other stations of native officers in each department.

§ 3. Topography of the thana generally

4. Here many of the queries under the former heads will point to similar subjects for local enquiry as to

5. Quality of the soil?

6. Description of the mode of cultivation required?

7. Land how occupied?

8. Quantity of water, or waste?

9. Effects of inundation or rain?

10. How wooded; and size, quality, and names of fruit and other useful trees in the thana?

11. Sketches and plans of the town and suburb villages or of the thana will be a useful accompaniment to the above

12. Division of a town in wards?

13. No. of brick houses?

14. —of tiled houses?

15. —of straw or thatched do.?

16. —of mixed or unfinished dwellings?

17. —of [illegible] of consideration?

18. —of do. in proportion between Hindoos and [illegible]?

32. Are males and females believed to be in an equal proportion?
33. Names of the principal Zumeendars of the thana, and where residents, and in what circumstances generally?
34. Account of public buildings, their extent, state, and to what applied?
35. Account of bridges &c. where and of what constructed, under whose administration, and present condition.
36. ——— of public roads, their situation, and state.
37. No. and account of any places of worship, thaneerahs (or chapels), mutts (or public temples), durgahs, *musjids* (or mosques), *mosques*), *eedgahs*, imambarahs &c. to whom dedicated, or by whom founded, and when?
38. Situation state and history of any old or modern fort, or any old buildings or ruins, ramparts, and ancient roads; of what use, and how far applicable to any useful purpose now?
39. Account of any large tanks, and of the irrigation of the surrounding country.
40. Occurrence of *melas* or religious marts, and situation and account of sacred places of resort.
41. Names of places in the thana having a bazar, and its description.
42. Names of hats and *gunjes*, their stated days, and for what commodities principally?
43. What towns villages &c. are decaying, or have altogether disappeared, and from what causes?
44. What places are famous for the birth of any notorious characters, or the scene of any historical or remarkable event or phenomenon?
45. What *aungrs*, factories, *golas* or store-houses &c. public or private, where situated in the thana, and for what manufactories or commodities?

V. Of the People.

§. 1. *Population.*

Qu. 1. General ideas of the extent of population in the district; of its increase or decrease, and from what supposed causes?
2. *Khana-shoomaree* or census of houses and people when and to

what extent ever affected, through the police or otherwise, and with what results?

5. Estimated proportion of the agricultural class (*chasee*) to artizans, traders, and others generally?

6. Estimated population to the square mile (or *beegha*)?

7. Emigration or settling of strangers to what extent, and where, or whence?

8. What is the military turn or reputation of the natives, and what supposed proportion of soldiery furnished by the district?

9. Disposition of the natives to labor, what share (greater or less) do the women take in it, and by what age are either sex incapacitated for their employments?

10. Usual limits to time of marriage, ordinary no. of births in a family, and general average of children arriving to maturity?

11. Are the number of widows burning (*sutee*) frequent; or of those (*bidhoe* or *beerah*) left in a state of widowhood?

12. Computed proportion of *cooleen* brahmuns, and is the number of marriages formed with them considerable or otherwise?

13. General height, complexion, and form of the natives of the district, their habits and strength of body, and the characteristic features of the principal classes?

14. Manners of the people quiet and temperate, or dissolute in the district generally? what degree of intercourse with people of other countries or professions, and its results or effects?

15. Are intoxicating liquors much drank, or other inebriating substances used?

16. Where are the largest closest and most populous towns or villages in the thana; and what observable difference in the manners and habits of town and country people?

17. Which is the healthier part of the district, or what spot is absolutely unhealthy, and kind of soil or local causes of such circumstances?

18. Prevalency of diseases generally: or severally of fevers, and of liver or spleen complaints, dysentery and cholera morbus &c.? by what directly or indirectly brought on, and in what degree fatal?

17. Prevalency of the small-pox; and practice of vaccination how received, and its results?

18. Extent of leprosy in its kinds? and in what number do elders appear?

19. Degree of mortality in the District; where least and greatest, and from what apparent causes?

§ 2. *Condition and mode of living, (Hindoo and Mussulman.)*

20. Generally, 1. of the principal Zumeendars?
2. of inferior talooqdars, traders, agents, farmers &c.?
3. of the lowest classes?

23. Nature of the buildings of each class respectively, as to materials, durability, situation, and comfort, &c.?

24. Form, quantity and materials of their clothing; and how does difference of rank shew itself?

25. Nature of the equipages or conveniences of carriage among each class, and what facility of procuring horses, bearers &c.?

26. Influence of the English on the Natives as to their buildings, style of living, dress, or habits, &c.?

27. Nature and usual quantity of food of each of the above classes, (daily or monthly; including the supposed proportions of rice, fish, pulse, vegetables, tobacco, betle-leaf and nut (pan, sooparee), lime (choona), opium, and liquors &c., and facility of procuring each?

28. Are Hindoo prejudices against animal food frequently set aside?

29. What kinds of fuel used, and whence and how far procurable?

30. What class of people employed as servants, and their condition?

31. Slaves, their kind and condition, and selling or buying of children under what circumstances practised, to what extent, and wherce procured?

32. Are there bards, jesters, beggars, fakeers, mountebanks, and others of the wandering classes numerous, or any class more particularly noted for committing depredations?

33. Comparative comforts and conditions generally of Hindoos and Mussulmans; how is wealth spent, used, or amassed by each?

31. On what qualities do each mean most to value themselves?

32. Do any means suggest themselves for the improvement of the comforts or condition of any class, which would prove acceptable?

*** A detail of the average monthly or annual expences of an ordinary family of each of the above 3 classes of Hindoos and Mussulmans is suggested under the following items:—

Hindoo.				*Mussulman.*		
1st Class	2d Class	3rd Class		1st Class	2d Class	3rd Class
			1. Lodging, furniture, &c			
			2. Clothes &c..... ...			
			3. Ornaments, &c.			
			4. Table, food, servants, &c.			
			5. Priests, holydays, &c...			
			6. Education, &c..... ...			
——	——	——	..Average total expence..	——	——	——

VI. Education, Literature, and Moral State.

§. 1. *Education.*

Qu. 1. Present state of useful knowledge in the district, and disposition of the natives to seek instruction?

2. What general facilities afforded to procure it, or impediments against it?

3. Are the villages generally possessed of Hindoo public schools (*pathsals*), and where do any academies for Sanscrit exist (*chowdarees*) &c.?

4. What Mussulman schools (*muctubs*) for Persian, or *mudrussahs* for Arabic, or other scholastic endowments exist, and in what state?

5. Are scholars of all sects and castes instructed promiscuously, and together?

6. Instruction often given gratis or on what terms; and how are teachers supported?

7. Description of persons usually employed in educating as to their sect, knowledge, and capability?

8. Are private instructors to families numerous?

9. Time of commencing education, its usual course and continuance for the higher and lower classes, and the nature and degree of instruction afforded at the above schools in any language?

10. In what employments do those so instructed turn their knowledge to account, and how far qualified to be useful to their families or to the public (as agents, moharrirs, *patwaries* &c.)?

11. Are prejudices against the education of females wearing away, and do any understand writing or reading?

12. What native schools exist originated or maintained by Europeans, their number, site, plan, and present state, and how far encouraged by the natives?

§ 2. *Language and Literature.*

13. What languages and dialects are spoken and understood, and where and among what generally prevailing in the district?

14. Characteristics of each (as to the pronunciation of particular letters, termination of words, or mixture of foreign terms)?

15. What books usually read, and are printed books accessible or in use?

16. What are considered the learned languages, and how and where studied, and in what esteem?

17. State of literature, and what is supposed to be considered by the natives?

18. What knowledge of astronomy, physics, law, medicine &c. and where obtained?

19. What authors or writers have appeared in the district; and nature and character of their works?

20. Astrology, magic, witchcraft &c. to what extent practised, and how far yielding to enlightening knowledge?

A list of the proverbs and local sayings among Hindoos and Mussulmans current in the district (with any explanatory remarks) would be useful in throwing light on the genius of the people and their prevalent modes of thinking.

§ 8. *Moral Circumstances.*

(*Mussulmen.*)

21. Mussulmans where chiefly found in the district, their influence in society, and connection with the arts and manufactures?

22. Are they thrifty or extravagant, and often in debt, fond of gaming and litigious, or the reverse?

23. Different classes and ranks into which Mussulmans are divided, and their relative numbers in the district, as Quzzes, *Moollas*, collectors of rents, artists, preachers, fuqeers, monastics &c. and degree of wealth or poverty among them?

24. What and where are their places of resort or pilgrimage, their convents (*tukiya*), or any remarkable *durgah* or *mamberah* &c.?

25. What classes exist disavowed by Mussulmans, but professing to belong to them; and their circumstances?

26. How far is the system of caste prevalent among the lower orders of Mussulmans?

27. What disposition to unite with Hindoos in their ceremonies; or on the other hand, care to obtain proselytes?

28. Islamism how far supposed on the decrease or increase, and from what apparent causes?

29. Who are the principal Mussulmans of talents, learning, wealth, or respectability in the district?

(*Hindoos.*)

30. Relative estimated proportion of the 4 chief classes (the *Brahmuns*, *Khutrees*, *Boyups*, and *Soodrs*) in the district?

31. Name and relative importance in influence, wealth, and numbers of the different castes found in the district, subdivisions of the above classes; and their employments generally?

32. Proportion of the natives of the district divided among the 3 chief sects, *Sogutha* (*of Shevá*), *Boyshnuvs* (*of Vishnoo*), and *Shaktus* (*of Doorga*); description of their principal places of worship, and under whose spiritual guidance?

33. What schismatics from these sects found; viz. *Gosaees*, (followers of *Chaytunyo*), *Sikhs* (of *Nanuk*), *Jogees* &c. and what

endowments exist for the maintenance of their profession?

34. What increase in the num. of these schismatics, and who are their acknowledged spiritual guides; what other local differences in Hindoos are found to obtain, and what new sects or castes arising or decaying?

35. Estimated amount circumstances and names of the classes not acknowledged by any caste or sect? and are many Hindoos supposed to become Mooslumans from loss of cast or otherwise?

36. What tribes or castes found in the district are considered as foreign?

37. What *melas* or fairs and sectarian customs peculiar to any town or village in the district, and who are usually the village deities (*grumdevtas*)?

38. Where are the principal *mahs* or idol cars of the district kept, or where do the people attend at the *Rath Jatra*; and are exhibitioners at the *Charuk Pooja* or of monster generally frequent and where?

39. Convents and religious places (*mets* or *mahs*) where existing, how maintained and regulated; and whence founded?

40. Are the Hindoos of the district usually economical or the reverse, litigious fond of gaming, &c.?

41. Is not settlement of matters of caste by *punchayets* neglecting, or confined to the lowest classes of Natives?

42. Names of Hindoos chiefly known for their talents, wealth, or respectability?

(*Miscellaneous*)

43. Are Portuguese professedly Christians? in any number in the district, in what circumstances, and how employed?

44. Account of their churches, and ecclesiastical establishment maintained by them, and to whom subject?

45. Origin and account of their respective settlements?

VII. Natural History.

§. 1. *Animal Productions.*

1. Names, local as well as European or classic, of the different kind of Land animals (viviparous and warm-blooded) common in the district?
2. Do. ——— of those which are uncommon or peculiar to it, their characteristic marks and peculiarities as to age and size, habits, qualities, or uses?
3. What animals particularly abound, or infest the country or towns, hurt the crops, are ferocious or otherwise injurious?
4. What are solitary or gregarious; domesticated, or of use in any way to man?
5. Names of those hunted for game or food; the instruments for and manner of catching taming or killing them at certain seasons? and what classes derive employment from hunting them?
6. Which of the Amphibious class abound (especially of the Lizard, Serpent, and Reptile orders), their noxious and poisonous species, their characteristic marks, habits &c?
7. What are the birds common to the district; or rare and remarkable for their song, plumage, habits, use for food &c?
8. Which are migratory, at what times do they appear and disappear, and whence do they come?
9. Species of fish (scaly and naked) usually found on the coast or in particular rivers, *jheels*, tanks, &c?
10. Is the supply various, abundant, and good for food, of what kind and size, and their season of perfection, how caught and preserved, and to what markets sent; to what extent does fishing supply employment?
11. What are the common creatures of the Insect order, eatable, useful for their productions, or venemous, (especially the kinds of crabs, Bees, scorpions &c)?
12. What shell fish and others of the order of Worms are common and of what use as food, or for their shells?
13. Are any other sea animals plants, sponges, corals, shells, &c. found on the sea-coast deserving remark?

§ 1. Forest Trees, &c.

14. What are generally the natural vegetable productions of the waste lands, and hills, &c. the medical herbs, or [illegible] plants, &c.?
15. What forests or woods in the district, their situation and state; nature, height, and uses of the trees for timber or their size, growth, &c.?
16. Names of the plants spontaneously produced, whose fruit, juice, flower, or roots are articles of diet, or of the materia medica, or applied to the arts for dyeing, &c.
17. In those rough forests, are weeds, or grass spread over the district, so as to be injurious to the flocks, by harbouring destructive animals; or are the seeds of any plant for their grains, leaves, or juice?*

§ 2. Mineral Products, &c.

18. How may the district be divided with respect to its mineral strata; and nature, depth, and extent of the principal beds of rock, coal, &c.?
19. What are the chief mineral productions or fossils, and especially what coal mines, gravel-beds or quarries of free-stone, slate &c. exist, and how far productive?
20. Situation and account of any mineral and other springs, and for what remarkable or useful, medicinally or otherwise; or of any petrifactions?
21. Are there in the district any figured stones (columns?) &c. having any impressions, or otherwise objects of curiosity or veneration?

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22. At what depth may water usually be found in extreme parts of the district, and of what quality?

VIII. Agriculture, &c.

§ 1. General Husbandry.

1. Nature and names of the prevailing soils (surface and subsoil) of the district, and their general extent depth and quality?

2. In what degree actually practised or otherwise; how are they usually occupied, and for what productions best suited?
3. General system of husbandry in preparing land for culture (by enclosure, location, tenantry, cultivating &c.); attention paid to irrigation of the lands, and what proportion of them are watered?
4. Manures in what use, its kind (animal, vegetable, calcareous, saline, or their combinations); whence procured, and for what crops or lands applied?
5. Tillage of the lands in what condition generally or how conducted; what are the most approved agricultural implements known, how far fitted for the purpose, and what is their cost?
6. What is the course of husbandry adopted with respect to choice of crops and their rotation or course; how soon followed by a lay; and in what case is a fallowing of either kind allowed?
7. What are the principal crops (kinds of grain) raised in the district, and their seasons of harvest, and sketch of the usual appropriate products for each month of grain, pulse, &c. through the year?
8. What crops of small or inferior grains, and of roots, pulse &c. are raised?
9. To what extent is the cultivation of the grasses, natural and artificial, carried?
10. What vegetables and other esculents not indigenous are cultivated, and what is the produce, and their quality for the table, &c.?
11. Is land any where appropriated for grazing or depasturing cattle, or strictly for grass lands?
12. Sowing of various crops in the same field to what extent practised, with what object, and what are its good and bad effects?
13. Is any thing sown which is grown and reaped without culture, its nature quality and use; and how are those lands constantly liable to inundation accepted?
14. What attention is paid to the planting of trees and orchards for their timber, fruit &c. principal kinds of trees and plants, and soil most favourable to them?

15. How far are they generally profitable or useful, and what is the usual produce per acre or bought of the principal fruits?

16. What are the principal breeds of domestic cattle that, and what attention is paid to the rearing and provision of the laboring stock, and of horses, mules, cattle, sheep, lambs, goats, hogs &c. for what markets? their size and quality for their flesh, hides, fleeces, milk &c. and what are the usual profits on each?

17. Whence are the cattle for agriculture or the hardest supplied, their value and condition, and how and at what expence are the farm cattle fed through the year?

18. To what extent is the grazing of cattle carried, usual size of the herds and expences of tending and fattening them, and their profits what and whence derived?

19. What inferior live-stock are reared, as poultry, ducks, geese, &c. and with what success?

§ 2. *Particular Husbandry.*

The queries subjoined are applicable to the usual objects of Indian agriculture, which may be detailed according to the place they may hold in the cultivation of the district, and classed thus:

I. What are the different white or grain crops cultivated, as rice, wheat, barley, oats, maize, the millet and panic grasses (*cangnee, cheena, samee, cudo* &c.), Indian corn, millet (*bhootta, jaur* or *jowaree, bajra*) &c.?

II. The pulse (*calaee*) or Legume kind; as the various horse (*moong*) cord or mash, moth, *barbatee* or ishgo, the vetches and peas of kinds (*mutter, cauthar, khissaree, kool* or *chena, mutur, kurse, urhur* or *tooar*) &c.?

III. Oil plants; as mustard seeds (*surishu* or *surson, rape, tarree*), or sesamum (*til*, white and black), flax, *castor* plant, &c.

IV. Vegetables, as 1. The various pumpkins &c. (*mussla*), ginger, turmeric, capsicums, pepper, onions, garlic, fennel (*mothee*), dill or anet (*soa* or *sulpha, ajwayin*), coriander seed (*dhunya*), parsley (*rumdoss*), anise seed (*sonf*), cummin (*jeerah*), mint &c. 2. Esculents, or succulent roots (*turkaree*), as

[illegible] and the various crops and their peculiar modes of propagation by seeds or cuttings, as kale, cabbage or brocoli, carrot, pigeonnins and beans of kinds, potatoe, [illegible] and jerusalem artichoke, asparagus, Europe-bean, &c. 2. Green crops or salads, as cabbage and spinach of kinds, the vegetable marrows (gourd, squash,) &c. and 4. Aromatic herbs, as the lime, orange, citron, pennyroyal (pulegium), marjoram, (mentha) &c.?

V. Fruits as grapes, [illegible] peach, nectarine, plum, pear, apple, cucumber, melon and water-melon, gourd, pomegranate, pomplemoose, pomegranate, peach, [illegible] pine-apple, cocoa-nut, &c.?

VI. For shaving or smoking, as tobacco, betel leaf (pan), poppy, betel-nut (areca) &c.?

VII. For various useful purposes, as 1. The Fibrous kind for thread and rope, as flax, hemp (canabis), cotton, and its varieties, [illegible] &c. 2. Saccharine, as sugar cane, &c. 3. For dyes, as indigo, safflower (carthamus), [illegible] &c. 4. For feeding silkworms or the Lac insect, or for cattle, or 5. For [illegible]?

To the above according to circumstances may be applied the following:—

Qu. 1. Where cultivated, to what extent and of what importance to [illegible] its varieties and their local (and classic) names?

2. In what soil or under what circumstances does it thrive best?

3. Does it require [illegible] cultivation or soon exhaust it by successive crops; and what kind of manure and dish is given to it?

4. How is the seed prepared for propagating, when sown and how (by broad-cast or drill and dibble), and general proportion of seed to the acre or beighe?

5. Is it often sown in the same field with other crops; and after what rotation with course of crops in so many months is it planted?

6. Much or little after-culture required; and is the hoe cultivation, weeding or transplanting at all applied?

7. Is the crop much liable to injury of any kind, or to disease from mildew, taint &c.?

8. When does the seed vegetate and ripen for the sickle; is the product usually luxurious or scanty, fine or coarse; and what is the usual produce per beegha or acre, or in proportion to the seed?

9. Does the crop yield an after math; and to what purposes is the straw or stubble applied?

10. How many crops are produced annually of the article, at what seasons reaped, and which is the most nutritious, keeps best, or is most profitable?

11. Mode of threshing and winnowing the grain, &c. and with what loss; how is it stored and preserved or stacked? and is it kept in husk till sold or prepared by the consumer?

12. Modes of cleaning the grain &c. what is the loss each way and on what terms is husked grain usually contracted to be delivered?

13. Pulse, grain, &c. how split, ground, and prepared for food or sale, and to what uses are the pods or husks applied?

14. What are the average and the usual extreme prices per mon or 82 Rupee of the seed or commodity &c. and in what months?

15. Is the produce for the consumption of the district, and sufficient for it or for exportation, and where to?

§. 2. *Miscellaneous.*

1. Different descriptions of labourers, their terms for cultivation, and wages of labour?

2. What is the length of a common day's work, and quantity done by a plough and its yoke of oxen and their usual [illegible]

3. Is payment to reapers in grain or money, and if in grain what bundle, &c. is the harvest rate?

4. In what respect have the wages of labor differed in the last 25 years, and from what causes?

5. What is the common size of farms and by what regulated the terms of leases and rent, and profit thereon per cent and what is the effect produced by large and small farms?

6. Are there many cultivators employing servants, and do these receive rent-d land to cultivate for payment on their

own account; or for what share of the produce do they labor?

7. Do the agricultural class engage much in other arts promiscuously and from what causes?

8. Is the seed sown by the tenant generally his own, or if borrowed, on what terms known to be lent?

9. Do the *ryots* often leave their villages and engagements, or are frays about crops or quarrels with the sumeendars frequent?

10. Different kinds of tenure prevailing throughout the district and their local names and conditions?

11. What is the proportion of tax-free land (*inhâm*) in the district to taxable land (*malgoozary*), and what are their different descriptions, local names and distinctions?

12. What is the usual rule for dividing the crop between the sumeendar and cultivator, and is it by engagement or customs?

13. At what rate are the *sayer* rents on water, woods and fruit (*judeer, bumeer* and *phulsur*) levied?

14. Mode of receiving the rents, through whom and their designation and circumstances; and what is the estimated loss on collection?

15. In ——— sums of corn or produce generally what proportion usually goes to the government, to wages of labor, seed, cattle, and to the sumeendar as rent?

16. What are the rates of land generally in the district, and what rise has there been in the last 25 years?

17. Are sales of land frequent and are the sumeendarees therefore much broken into petty farms; and which are the largest and whose?

18. Do any improvements appear in the husbandry of the district, are the lands more productive than before, and is any new land coming under cultivation and from whence reclaimed?

19. How many years is fresh land under cultivation before left under a lay or fallow?

20. Estimated proportion of land in the district under tillage, lay, and waste?

IX. Manufactures, Trade, &c.

1. What are the staple manufactures of the district and where principally established, under the following heads:
   I. Articles of clothing, &c. as silks, muslins, gauzes, calicoes, chintz, cloth, blankets, hides, leather goods, &c.
   II. Household goods &c. as glass, earthenware, metals, hardware, paper, mats, rope, &c.
   III. Articles of food, &c. as sugars, mustard, opium, salt, saltpetre &c.
   IV. Of dyes, as indigo, &c.
2. Nature and process of each respectively, and what number of people are estimated to be employed by them severally, and their castes &c?
3. How many stages or hands does the article go through, and how much encreased in value on being manufactured?
4. What other inferior articles of any kind are manufactured?
5. What are the principal objects of the internal trade of the district?
6. What are the common exports of the district raw and manufactured, the parts whence principally exported, and to what extent and value?
7. What articles raw or manufactured are imported, whence and to what number, and are they for the consumption of the district or for re-exportation?
8. What fisheries, &c. are there which afford employment to any considerable no. of natives?
9. What portion of the people and their cattle &c. are employed in the land carriage of goods, and on their own account or for hire?
10. Description of vessels and boats employed in internal navigation, &c. their load, and for what commodities employed?
11. Do they employ any considerable no. of boatmen, and how are they navigated?
12. What is the proportional value of the exports and imports; and is the trade of the district increasing or not?
13. What are the principal sources of subsistence of the district, and are the bulk of the people usually supported from its own produce?

14. Are provisions cheap generally, compared with the wages of labor: and what is the interest of money?

15. What articles have considerably risen or fallen in price within the last 25 years, and from what causes?

A *nirikh* of the usual price of the necessaries of life and the principal articles of trade is requested, as giving at once their comparative value.

Appendix.

§. 1. Weight and Measures.

1. Names and distinction of each kind of *jureeb*, *lugger*, or other rods used in the admeasurement of land in the district?

2. Account and variations of the scale of different land measures compared with the Calcutta scale; and what local rules obtain regarding their application?

3. To what are these variations attributable, and by whom were they severally introduced and adopted: and what was the Moghul standard under Acber?

4. What is particularly the precise extent of the local *cos*, *gaz*, *beegha*, and *sungler*, as severally compared with the Eng. mile, cubit, acre and inch: and what is the authorised land measure of government?

5. Account of the weights of the district, their local names, differences, and relative value, and correspondence with English weights?

§ 2.

A complete list of the names of the Company's Servants and others who have been successively appointed to the different offices in the district, the dates of their appointment, and departure from the district &c.

N. B. *On a perusal of the different subjects of the above queries it will be observed that a few are referred to more than once, only because the subject is taken up under a more specific head, it being generally intended to circulate the queries on each subject separately to different individuals according to circumstances.*

ACCOUNTS OF THE SOCIETY,

FOR 1817—18.

[The following is a correct list of sums received up to the General Meeting of the 4th July 1818, since which date a considerable pro-

N. B. For the convenience of those who may have opportunities of giving sketches or plans of parts of the district or of towns, or copies of them, &c. Mr. M has had engraved a large plate, from which have been struck off several sheets of square-inch parallel lines, which will serve any scale, for the copying or reduction of maps &c. with facility; and will be supplied gratuitously wherever wanted for the above purpose.

	Don	Sub.
The Most Noble the Marquis of Hastings, Governor General	4 0	0
The Marchioness of Hastings	400	0
The Honorable Sir F H East,	200	50
Honorable A Seton,	200	0
A.		
Adam J Fr,	100	50
Alexander H Esq	50	0
An anonymous Inclosure,	10	0
B		
Baboo Gooroo Surrun Ghosal	300	50
—— Gunganarain Bysak	25	5
—— Joy Kissen Mookerjea Manager Hindoo Coll.	100	50
—— Omanund Thakoor	100	0

14. Are provisions cheap generally, compared with the wages of labor: and what is the interest of money?

15. What articles have considerably risen or fallen in price within the last 25 years, and from what causes?

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ACCOUNTS OF THE SOCIETY,

FOR 1817—18.

[The following is a correct list of sums received up to the General Meeting of the 4th July 1818, since which date a considerable proportion of the arrears of 1817—18, the first year of the Society, has been realized. A member of the Committee having accepted the charge of this special department it is respectfully requested that in future all payments, whether in cash or hoondees and orders, be made to Lieutenant D. Bruce, Collector of the Calcutta School Book Society. The business of this department would be materially facilitated by subscribers in general intimating, or causing intimation to be made to the Collector, by whom their subscriptions are payable, whether by themselves or by a friend or agent at the Presidency. The European friends of the Institution in the country will confer a favour on the Society by early attention to the amount of the local contributions by Natives, and remitting it to the Collector.]

	Co. Rs.	An.
	Dan.	Sub.
The Most Noble the Marquis of Hastings, Governor General	4	0
The Marchioness of Hastings,	400	0
The Honorable Sir F. H. East,	200	50
Honorable A. Seton,	200	0
A.		
Adam J. Esq.	100	50
Alexander H. Esq.	50	0
An anonymous Subscriber,	10	0
B.		
Baboo Calee Sunker Ghosal	200	50
——— ——, writer Bengal	25	8
——— J. [illegible] Manager Hindoo Coll.	100	50
——— Quartermaster Lascar	100	0

	Don.	Sub.
Baboo Pran Crishno Bishwas,	100	16
——— Radhacant Deb,	100	0
Balfour, F. Esq *Patna*,	100	0
Barretto, Jos. Esq.	100	50
Bayley, W. B. Esq.	200	50
Bayley, C. Esq.	100	50
Beckett, Lieut.	20	0
Bird, R. M Esq *Ghazeepoor*,	50	0
Bird, S. Esq. *Dacca*,	100	50
Brooke, W. A. Esq. *Benares*,	100	100
Brooke, R. Esq. *Chittagong*,	50	0
Bruce, C. K. Esq.	50	32
Buller, C Esq.	100	50
Burrell, Lieut. Col. *Lukhnow*,	50	30
C.		
Calder, Jas Esq	50	50
Christian, H G Esq *Agra*,	100	30
Colvin and Co Messrs.	100	0
Cruttenden, G. Esq.	100	50
D.		
Daniel, L. Esq *Guya*,	32	0
Dare, Major H.	20	0
Davidson, Ensign, Engineers,	50	0
Dick, A Esq	50	0
Douglas, H Esq *Patna*,	100	24
D'Oyly, Sir C Bart	50	50
Dhurmee Dhur, *Dacca*,	5	2
E.		
Ellerton, J. Esq *Malda*,	50	50
Elliott, J. B. Esq *Chupra*,	80	0
Elphinstone, Hon J R *Patna*,	100	32
Elphinstone, Hon. M. S. *Poona*,	200	50
F		
Fleming, Lieut Col.	50	50
Forbes, Gordon, Esq.	100	50
Fyz oo Nisa Begum, *Moorshidabad*,	250	0
G.		
Ghoolam Moostufa, *Dacca*,	7	2

	Dan.	Sub.
Oliauders, Mr F *Guye*,	32	0
Glass, C F Esq	50	32
Gowan, Lieut W *Dilke*,	100	0
Grant, W L Esq. *Moorshedabad*,	50	0
Greene, Lieut. G. P. *Lukhnow*,	36	14
H.		
Hafiz'oollah, *Dacca*,	7	2
Hajee Hydur, Merchant,	32	0
—— — Muhmood Khan, Merchant,	32	0
—— Ubdoollah,	10	0
Hare, Jas Esq M D	100	50
Hare, Mr D	100	0
Harington, J H Esq	200	50
Hicks, Lieut 9th N° I	20	0
Home, R Esq *Lukhnow*,	50	32
Hutchings, Rev R S	50	0
I.		
Iman baush of Hooghee through Cheer Ushur khan,	0	100
Irvine, Lieut F 11th N I	50	50
Irwin, J Esq *Jumlook*,	100	50
J		
Jeewun Cr shn Roy *Dacca*,	10	5
Jugomohun Das, *Dacca*,	5	2
K.		
Kennedy Captain 9th N I	32	0
Khadim Hoosyn Khan, *Patna*,	50	0
L.		
Lala Hanooman Dutt,	25	0
Land Captain S 30th N I.	16	0
Lapriman Jeve S Esq	50	0
Littlejohn, Lieut C I *Bhagulpore*,	50	0
Lockett, Cap A	50	32
London Missionary Society,	200	100
Lumsden, M Esq LL D.	100	32
Lushington, C Esq	50	50
M.		
Macfarlan, D Esq.	50	20

	Don.	Sub
Mac Innes, Major, 20th N. I.	50	0
Mackenzie, H. Esq.	100	50
Mackintosh, E. Esq.	100	50
Macleod, Lieut Col D. 11th N. I.	50	30
Macnaghten, W H. Esq.	50	50
Mactier, A Esq.	100	0
Macwhirter, J, Esq M D.	50	22
Maltby, Lieut S. 1st N I.	25	0
Majoribanks, J Esq *Aleegurh*,	100	50
Martin, W B Esq	200	50
May, Rev R. *Chinsura*,	8	50
Meer Bagir Ulee, Decree Writer 24 *Purg*	5	0
— — Bukhshish Ulee, Coll Fort William,	10	0
— — Ieram Ulee, Merchant,	25	0
——Moohd Muhdee, Juwahiree	10	0
——Khanbahadoor Khan,	50	0
—— Moohd Ulee, son of Uboolhusun	12	0
— —Moohd. Usaree Ficrut,	16	10
Metcalfe, C. Esq.	200	0
Mirza Jafur, Merchant,	16	0
— Hoosyn Ulee *Dacca*,	7	2
—Moohummud Ulee, *Dacca*,	16	6
— Muhdee Isfuhance, Merchant,	16	0
Molony, C A Esq	50	50
Monckton, J Esq *Moorshidabad*,	100	0
Montagu, Cap H S 20th N I	50	0
Montagu, F S Esq	50	50
Mcohummud Ar m,	10	0
Moonshee Ghoolam Qadir,	4	2
——Ghoolam, annual subscription again paid.	0	2
——Mochummud Yar Ulee, Surishtuhdar S D *Aleelut*,	10	0
——Mooeenooddeen Dep of Do	16	0
——Sudrooddeen, Mookhtwan of Do	5	3
——Umeenooddeen Company's Vukeel,	100	50
Mowluvee Buhadoor Ulee *Hasting's Mud wash*,	2	0
——Cazun Ulee Khan, Meer Moonshee Pers. Dep	200	100

	Dos	Sub.
Mowlavee Caram Hoosyn,	25	8
——— Durvesh Ulee, Vukeel of the Raja of Benares	40	25
——— Ghoolam Soobhan, Mudrussh	8	8
——— Hamidoollah, Mooftee S. D. A.	60	25
——— Mirza Hussun Ulee, Pers. Dept.	30	10
——— Moohummud Rashid, Mooftee S. D. A.	60	25
——— Moohummud Saeed, Mudrussh	8	4
——— Moohummud Umeeroollah, late Mooduree of Hastings' College	32	0
——— Moohummud Wais,	10	0
——— Mudeeroollah,	16	4
——— Noorso'rumbee, Vukeel of the Nuwwab Uhmud Ulee Khan of *Rampoor*,	25	0
——— Nujuf Ulee, Mudrussh	10	0
——— Sirajooddeen Ulee Khan, Qan'iqoonzat	50	50
——— Sukhawut Hoosyn Moohummud, Mooftee, 24 *Purgunnahs*	24	0
——— Suyyid Hubbun, Peshawuree	16	4
——— Ubdoolhumeed, Qazee of the city of Calcutta,	25	8
——— Ubdoollah,	10	0
——— Ubdoolwahid,	32	8
——— Ufzul Ulee,	10	0
——— Wilayut Hoosun, Mooftee Calcutta Court of Appeal	32	10
Maharaja Mittjeet Singh, *Treasure*,	0	200

N.

Neelumbur Pundit, *Chittagong*,	10	0
Newnham, H. Esq	50	0
Nicol, Lieut. Col. Adjutant General,	50	0
Nicolls, Col. Qr. Mr. General King's Forces,	50	0
Nobo Coomar Das, *Dacca*.	4	1
Nuwwab Imtiyaz oeddowlah *Lukhnow*,	500	100
——— Nusrut Jung, *Dacca*,	200	0
——— Shums'oeddowlah, *Dacca*,	100	24
——— Zyn'oeddeen, *Moorshedabad*,	500	0

P.

Parson, Rev. J.	100	50

	Don.	Sub.
Pattenson, C. Esq. *Chittagong*,	50	0
Patton, P. E. Esq. *Goya*,	50	0
Pitton, W. Esq. *Dacca*,	20	20
* Payment, Augt. 5th, 1817	100	0
Pearson, Mr. J. D. *Chinsura*,	32	0
Pechell, P. W. Esq. *Chittagong*,	100	0
Pickett, Lieut. J. Engineers, *Goya*,	20	20
Penson, Lieut. Col.	100	20
Phipps, Captain, 13th N. I.	50	0
Pickersgill, Lieut. 24th N. I.	100	50
Plowden, R. C. Esq.	100	50
Poorun Chundr, *Dacca*,	7	2
Purb Ram Deb, *Dacca*,	15	6
Pura Ram Deb, *Dacca*,	15	6
Radha Chrishno, Vukeel S. D. A.	15	0
Raja Deost Dowun Singh,	100	0
—— Hetnarayun Singh, *Patna*,	100	0
—— Oodwunt Singh, *Moorshidabad*,	250	0
Rambukhsh, *Dacca*,	7	2
Ram Comol Sen,	32	8
Ram Chrishno Deb, *Dacca*,	15	6
Ramnoth Bachusputer, Coll. Fort William,	32	0
Raper, Captain F. 10th N. I.	100	0
Rees, W. E. Esq.	50	0
Ricketts, M. Esq.	50	50
Robertson, Rev. T. *Dumdum*,	50	50
Robinson, J. Esq.	50	32
Rasomoy Dutt,	25	0
Rocke, R. Esq.	100	0
Roebuck, Captain T.	50	32
Raw Rutun Singh, the Jypoor Raja's Vukeel,	20	0

* Supposed to include a Donation of 50 Rs. by the Nuwwab Sewlut Zung of Moorshidabad.

	Rupees.	Gnd.
Salmon, W. O. Esq.	50	50
Skardon, Lieut. 20th N. I.	20	0
Serampore Missionaries,	100	0
Sherer, J. W. Esq.	100	50
Shuldham, Col.	50	0
Shykh Ghoolam Hoosyn, Merchant,	100	25
——— Imam Buxsh, Imamberah of Jafar Chobdar,	8	0
——— Imam Bukhsh, Merchant,	5	0
——— Mookummud Azim, Nakhoda,	10	0
——— Qoiydoollah,	10	0
——— Rumzanee, Merchant,	21	0
Simons, Captain, *Lakhaee*,	50	32
Smelt, A. Esq *Dacca*,	25	25
Stewart, P Esq.	100	50
Suyyid Dilet Ulee,	8	0
——— Mookummud, *Dacca*,	10	5
——— Sadiq, Merchant,	20	5
——— Ushruf Ulee, *Dacca*,	15	0
T.		
Tapp, Capt. 1st N. I.	0	24
Taylor, Major J. W. Coll. Fort William	51	32
Thomason, Revd. T.	100	50
Twomey, Revd. H.	50	50
Trant, W. H. Esq *Furrookabad*,	100	50
Trower, C. Esq.	50	0
Turnbull, M. H. Esq.	50	20
U.		
Uhmud Jan, *Dacca*,	5	2
Uhmudoollah Khan,	32	0
Ulee Uebur Khan, *Tuba Tuba*,	52	0
Uzmutoollah,	10	0
W.		
Wallich, N. Esq M. D.	0	24
Walters, H. Esq *Chittagong*	50	0
Watson, F. Esq.	50	0
Webster, Lieut T. *Barrackpoor*,	20	0
White, Lieut. A.	16	0
Wood, Major Gen. S.	50	50

ABSTRACT of the CASH ACCOUNT.

RECEIVED.

	R.	A.	P.
Amount of Donations	13,237	0	0
Do. of Annual Subscriptions	3,903	0	0
Refund for Books sold at the Presidency	7	4	0

Total Receipts ..... Rs. 17,153 4 0

FOR THE YEAR 1817.

PAID.

Purchase of Rs. 5,000, 6 per cent. note, ...

Do. of two 10 per cent. acknowledgments for Rs. 5,700 ...

Books bought for Library, including a copy of Roorkee Canal ...

Shelves for Library ...

Binding books ...

Advertisements and publication of the Society's rules in Government Gazette ...

Writer, sarcars, and harcarah &c. for 14 months ...

Gowr Mohun Pundit for his Services ...

Moonshee Mookymmud Alim for Do. ...

Mr. Pearson's Pundit for May and June 1818 ...

To Mudun Mohun Moonshee, for translating 150 pp. of Goldsmith's History of England ...

Printing 400 copies of Provisional Committee's Report ...

Do. 2,500 copies of Society's rules in various languages ...

Do. 1,000 copies of School-boy's Friend ...

Do. 1st and 2d edition of Bengalee Fables, part 1st, 1000 copies ...

Do. 500 copies of 7 Beng. tables by Lieut. Stewart, 6th ...

Do. 500 copies of the Tajnees 'ool Loghat, 1st edition ...

Do 250 copies of a collection of Beng. Moonsyfables ...

Advanced to the printer of the 2d edition of the Tajnees ...

Do. to the editor of the Hidayah for 25 copies of that work ...

Do. to the publishers of Dufof's Nuzeer Displayed for 70 copies of the 1st Vol. of that work ...

Purchase of 22 copies of the Qamoos ...

Do. of 250 copies of the Calcutta edition of Murray's Spelling book ...

Do. of 1,000 copies of the Digdurshun, Nos. 1, 2, and 3 ...

Do. of sundry supplies of publications from Serampore ...

Do. of 125 copies of the Guwaidi Furoee ...

Postage, banghee hire, dispatch of books, stationary, and miscellaneous expenses ...

Balance in hand ...

Total Rs. Rs.